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ABSTRACT

Concordia Senior College is part of a larger system of higher education developed by the Lutheran Church-Missouri Synod for the training of men and women for professions in the church. This institutional profile was prepared for a review by the North Central Association of Colleges and Secondary Schools in consideration of renewal of accreditation. Included in the profile of this upper-level institution is the nature, mission, and development of the college; the faculty, library, physical and financial resources of the college; the organization and administration in carrying out the college's task; the academic program; the development of student life and campus worship; conditions of faculty service; and future planning for the college. (HS)

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INSTITUTIONAL PROFILE
OF
CONCORDIA SENIOR COLLEGE
FORT WAYNE, INDIANA

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SEPTEMBER 1, 1971

HE 003 726

PREFACE

This Institutional Profile has been prepared for submission to the Commission on Colleges and Universities of The North Central Association of Colleges and Secondary Schools as one of Concordia Senior College's basic study documents for the Association's membership review program.

The Profile in great measure follows the outline and topics of the Association's "Guide for the Evaluation of Institutions of Higher Education," which the faculty found to be as well suited to the present analysis as it was to the original Self-Study a decade ago. The Profile is cross-referenced throughout to the companion document, Basic Institutional Data: Section I, to reduce so far as possible needless duplication and repetition; however in all cases where it was deemed wise to restate information that provides a necessary context for interpretation, some information and judgments appear in more than one place. The Institutional Profile and the companion document, Basic Institutional Data: Section I, together with the schedules of Section II of the Basic Institutional Data (to be submitted in the fall of 1971) and the college catalog, constitute the several parts of a single institutional self-analysis.

The entire faculty membership was involved in conducting the various initial studies on the basis of which the editor prepared the final versions of the Institutional Profile and the Basic Institutional Data: Section I. These initial studies are available on the campus in a single unabridged collection, known as the 1971 Self-Study Source Book. Also available on campus are exhibits and supporting studies referred to in the Profile and Section I of the Basic Institutional Data document.

In preparing the final version of Chapter IV of the Profile, The Academic Program, which is the most extended chapter, the editor made the judgment that significant abridgment of the initial reports prepared by members of the academic divisions and teaching fields, though it may have reduced the total size of the Profile, was less desirable than retaining as fully and authentically as possible the substance of the initial reports.

The programs and services of Concordia Senior College are subjected to continuing study and evaluation by members of its faculty and administration. The present North Central Association membership review program has afforded the college the welcome and potentially beneficial occasion for pulling together its ongoing institutional study efforts in a united program of self-analysis, assessment, and planning. Such efforts are essential to the improvement of the college's operations in the present and the further development of its programs and services in the future.

September 1, 1971

Martin J. Neeb, President

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SECTION I

INTRODUCTION

Concordia Senior College is part of a larger system of higher education developed by The Lutheran Church-Missouri Synod for the training of men and women for professions in the Church. At the present time this system includes nine junior colleges, two theological seminaries, two teachers' colleges, and, since 1957, the Senior College. In the course of its development, as will be described more fully in the following section, this system has attempted to incorporate the best features of both European and American educational institutions in order to provide adequate training for the pastors and teachers of the Church for service in this country as well as in a world-wide missionary enterprise. The Senior College, therefore, as the newest institution of the system, is at one and the same time the culmination of an organic development and a bold departure from the received heritage of the sponsoring agency.

As a church with strong creedal and doctrinal commitment The Lutheran Church-Missouri Synod from its very beginnings has stressed the importance

of instruction in the fundamental doctrines of the Christian faith and in their Biblical sources. It is for this reason that the Church has established and continues to maintain an extensive system of parish education, the largest in American Protestantism and second only to that of the Roman Catholic Church. It is for this reason that the Church provides its own teacher-training facilities. It is for this reason, too, that future pastors of the Church devote a great deal of time during the course of their formal education to the study of the doctrines and dogmas of the Church and to the Holy Scriptures from which these are derived.

Coupled with a desire on the part of the Church to provide its professional workers with a full experience in general education, this emphasis has posed formidable problems in the way of educational administration. On the one hand it has required imaginative planning in order to interrelate academic and spiritual disciplines in a meaningful and educationally sound way. On the other, it has demanded that room be made in the curriculum for a study of the Biblical (Greek and Hebrew) and ecclesiastical (Latin and German) languages as well as for the usual courses in religion.

The establishment of the Senior College represents a major attempt at a resolution of these problems. With the opening of the new school the nine junior colleges of the system changed their role from preparatory schools, anticipating the attendance of their pre-ministerial graduates

at a seminary, to more typically American junior colleges providing an experience in general education as well as basic pre-professional courses, notably in languages and religion. As such they have largely lost their original character as preparatory schools and have become instead basic colleges whose curricula are fully integrated into the curriculum of the Senior College.

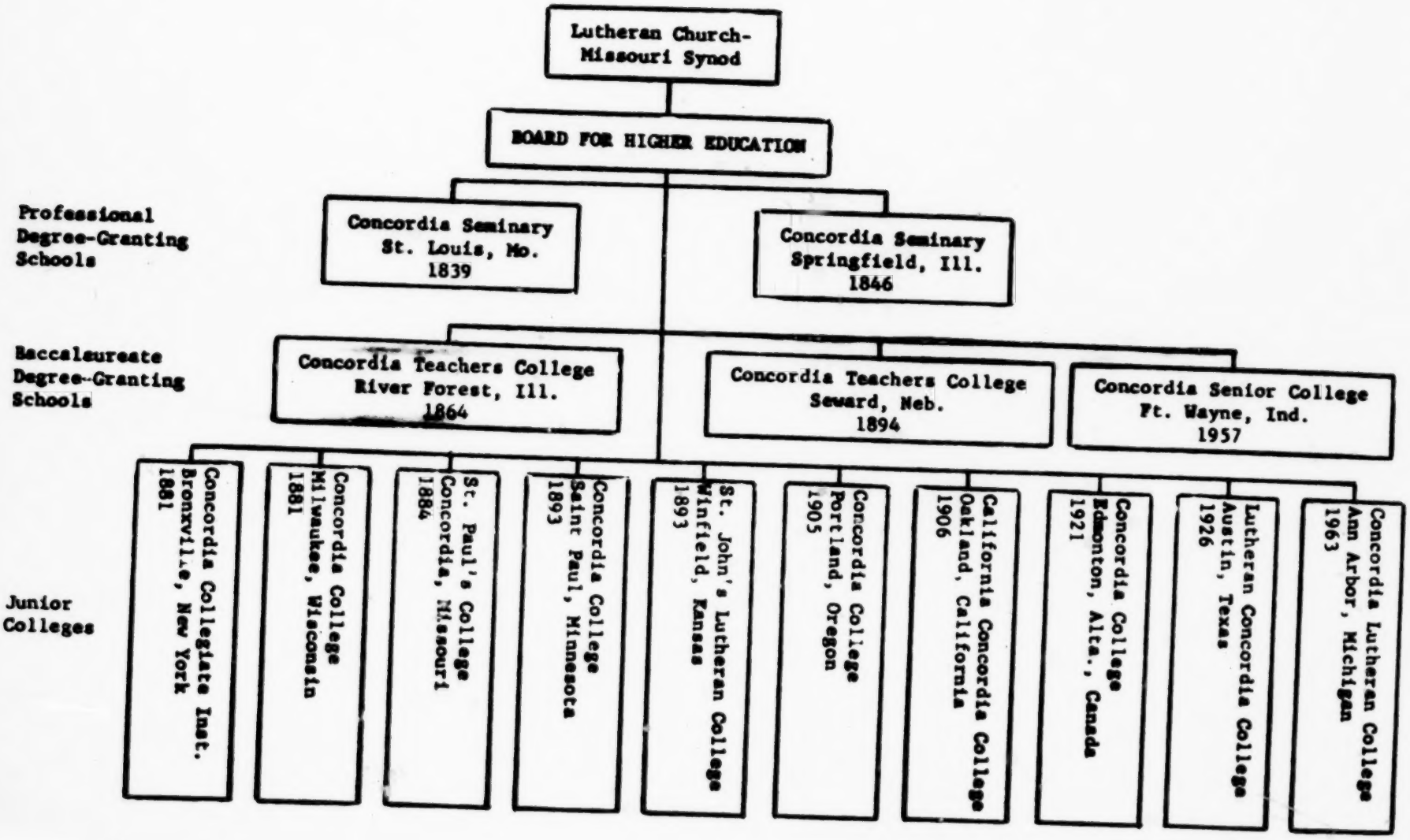
As a result of the establishment of the Senior College, profound changes have also taken place at the top of the system. In accordance with recommendations of the American Association of Theological Schools, Concordia Theological Seminary, St. Louis, Missouri, which enrolls most of the Senior College graduates, has completely reorganized its academic program. Whereas it formerly admitted graduates of junior colleges and therefore had to make provisions in its curriculum for courses leading to the baccalaureate degree, it has now become a professional theological school at the graduate level, requiring the bachelor of arts degree for admission and granting the bachelor of divinity degree upon graduation. It is also in the process of expanding existing programs leading to degrees in sacred theology for masters' and doctoral candidates.

By interposing the two upper-level years of college between junior college and seminary, therefore, the Church in its program of higher education hopes to provide a rounded-out program of general education,

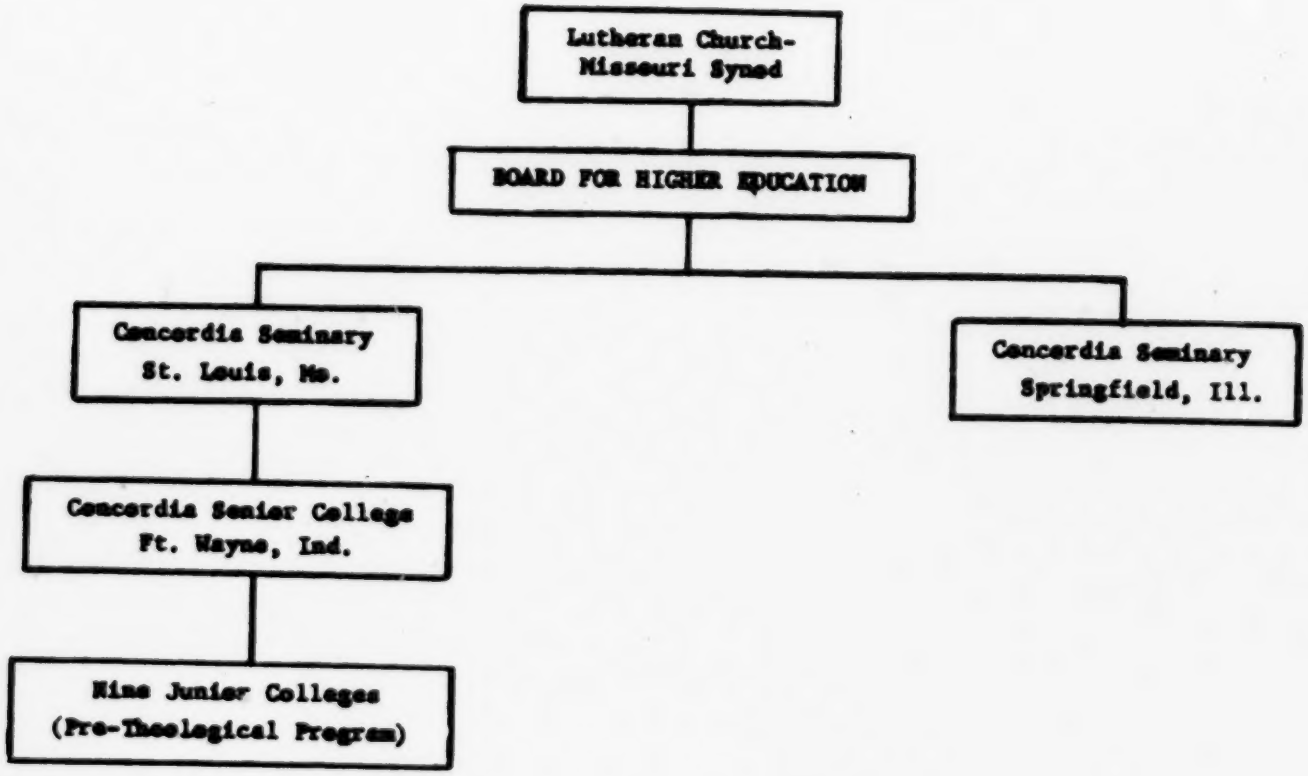
fully integrated and articulated over a four-year course program, and at the same time equipping its students with the technical knowledge and skills required in a graduate school of theology.

The manner in which Concordia Senior College came into being, the objectives towards which it is striving, the means and facilities whereby it hopes to accomplish these objectives, its academic and extra-curricular programs, its faculty and administration have been the subject of critical self-examination on the part of the faculty during the past two and one-half years. Having gathered together relevant data in a status study, in which every staff member participated and during the course of which some important changes were made in the manner in which the institution is accomplishing its mission, the faculty of the College is now ready to submit a report of its findings in the form of this self-study. The Status Study proved to be an invaluable stage in the process of self study. Bound as a separate document, its results are on file at the College and will be referred to in later sections of this report as the "Status Study" to distinguish the preliminary from the final draft of the self-study.

SYSTEM OF HIGHER EDUCATION OF THE LUTHERAN CHURCH-MISSOURI SYNOD


Lutheran Church-Missouri Synod
BOARD FOR HIGHER EDUCATION
Professional Degree-Granting Schools
Concordia Seminary St. Louis, Mo. 1839
Concordia Seminary Springfield, Ill. 1846
Baccalaureate Degree-Granting Schools
Concordia Teachers College River Forest, Ill. 1864
Concordia Teachers College Seward, Neb. 1894
Concordia Senior College Ft. Wayne, Ind. 1957
Junior Colleges
Concordia Collegiate Inst. Bronxville, New York 1881
Concordia College Milwaukee, Wisconsin 1881
St. Paul's College Concordia, Missouri 1884
Concordia College Saint Paul, Minnesota 1893
St. John's Lutheran College Winfield, Kansas 1893
Concordia College Portland, Oregon 1905
California Concordia College Oakland, California 1906
Concordia College Edmonton, Alta., Canada 1921
Lutheran Concordia College Austin, Texas 1926
Concordia Lutheran College Ann Arbor, Michigan 1963

SYSTEM OF THEOLOGICAL EDUCATION OF THE LUTHERAN CHURCH-MISSOURI SYNOD



SECTION II

HISTORY AND OBJECTIVES

HISTORICAL BACKGROUND[1]

The history of higher education in The Lutheran Church-Missouri Synod begins with the establishment of a theological seminary and supporting "college" in Perry County, Missouri, in 1839, by a group of Lutheran immigrants from Saxony. This school was moved to St. Louis, Missouri, in 1850, and the preparatory "college" was separated from the seminary and moved to Fort Wayne, Indiana, in 1860. In organising the academic program of the new institution its founders took the standard program of studies of the theological faculty of a German university as the pattern for the seminary and that of the German classical gymnasium as the pattern for the pre-professional college. The curriculum of the seminary extended over a period of three years; the curriculum

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1. See Thomas Coates, The Making of a Minister (Portland, Oregon, 1951).
See also Carl S. Meyer, "Secondary and Higher Education in The Lutheran Church-Missouri Synod, 1839-1874" (Ph.D. dissertation, University of Chicago, 1954).

of the college, adapted to frontier conditions, consisted of a six-year program of secondary education based upon the standard elementary school.[2]

It was natural that the leaders of these immigrants from Germany, whose own educational experience had been in the classical gymnasium, would think of this institution, with its pronounced emphasis on the classical languages, as affording the best preparation for theological study. The curriculum of the institution (in German it was referred to as Concordia Gymnasium or Collegium, in English as Concordia College) was built around six years of Latin and four years of Greek. Included also were six years of German, six years of English, two years of Hebrew, courses in religion every semester, and some instruction in history, mathematics, and science. The two upper years of this program of studies were generally regarded as comparable to collegiate instruction available in American institutions of higher learning in the middle of the 19th century; however, until the early decades of the 20th century instruction for the most part was through the medium of the German language. There appears to have been no conscious attempt, even though the designation "college" was used, to accommodate the

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2. S.E. Ahlstrom, "Toward the Idea of a Church College," The Christian Scholar, Vol. XLIII, No. 1 (March, 1960), p. 30: "The redoubtable Saxon Lutherans who came to frontier Missouri in 1839 forgot neither the Classical German Gymnasium nor the curriculum of Leipzig University when founding their own educational system."

pre-professional school to the pattern of the contemporary American college though there was some similarity in the respective programs of studies, in residential setting, and also undoubtedly in the general method and spirit of instruction. The Yale Report of 1828[3], if it was known at all to the men in this school, and it may very well have been, would surely have received their wholehearted assent. A descriptive statement, published in 1873, on the history, curriculum, and methods of instruction in Concordia College is akin in thought and spirit to the Yale Report.

The pattern of the German classical gymnasium was retained substantially unchanged for approximately 80 years. The reason for this educational conservatism lay in the necessity of providing the Church with clergymen who would be competent to minister to the religious needs of the large flood of German-Lutheran immigrants which kept pouring into the United States right up to World War I. Any thought of serving a wider public which may have existed in the minds of the founders of the school was of necessity dissipated in this flood. Concordia College in Fort Wayne, Indiana, and other schools established by the Church on the same pattern were devoted almost exclusively to

3. Cf. John S. Brubacher and Willis Rudy, Higher Education in Transition (New York, 1958), pp. 101-102 and 279-281.

Richard Hofstadter and C. Dewitt Hardy, The Development and Scope of Higher Education in the United States (New York, 1952), pp. 15-16.

the single purpose of preparing men for theological study at Concordia Seminary in St. Louis, Missouri. By the constituency the schools were thought of as preparatory schools (Vorbereitungsanstalten) rather than as "gymnasia" or even as "colleges." But the basic liberal arts character of the German gymnasium was not entirely lost, as appears from the persistence of the original curricular pattern. Also, the faculties looked to the classical gymnasium of Germany rather than to the American liberal arts college as a source of inspiration and kept in touch with developments in German secondary education through German professional periodicals and books. The textbooks of the continental gymnasium were used in all classes in which German was the medium of instruction. The organization of the program of studies, with very large allotments of time to classical languages and student loads of 30 class-hours per week at all levels, continued almost unchanged until World War I.

Changes began to appear as a result of the impact of the war. The German language, already on the wane as the medium of instruction, disappeared altogether except in advanced courses in German. The general problem of adapting the schools to the new, post-war situation was given to a survey committee for study. This committee, reporting in 1920, did not follow the lead of other Lutheran church bodies in accommodating their institutions of higher learning to standard American

college patterns; however, an effort was made to discard the "gymnasium" concept in that schools were encouraged to develop a program of studies analogous to the combined curriculum of the American high school and the evolving junior college.

Actually very little happened to the existing pattern; it was only the name of the schools that was changed. In 1932 another survey committee recommended the expansion of several junior colleges in the system into four-year institutions. The proposal was rejected, but the extension of the program by two years remained a live issue. In 1935, after two years of study, a committee on higher education recommended changes which brought the schools more in line with standard American educational practices. At this time the course of study at Concordia Seminary was extended from three to four years, with the awarding of the B.A. degree after the second seminary year, and a considerable revision was made in the curriculum of the junior college. Less time was allotted to the classical languages; Hebrew was transferred to the seminary; and although the curriculum still remained totally prescribed, new courses were introduced. Among these were survey courses in the physical and biological sciences, a course in the humanities, and courses in sociology and economics. The survey courses were patterned after those instituted at the University of Chicago in the early 30's. The gymnasium pattern underwent further modification in that student class loads were brought into closer conformity with prevailing standards in

American schools.

The attempt of the Church to solve its problem of ministerial education at the collegiate level by extending the course of study at Concordia Seminary to four years, the first two of which were devoted at least in part to liberal arts courses, did not prove satisfactory. Soon the demand for reconsideration became urgent, particularly when it was found that a four-year college course with a recognized B.A. degree was necessary for appointments to chaplaincies in the armed forces and for other areas of public service in which clergymen might be engaged. The requirement of a four-year college course with a B.A. degree for admission to Concordia Seminary was accepted in principle by the Church in 1947 and the problem was given to the Board for Higher Education for study and recommendation. After examining in great detail a variety of possible alternatives, particularly the possibility of expanding the existing 10 junior colleges to four-year colleges, the Church decided to establish a separate "senior college" which would then draw its students for the most part from the nine affiliated junior colleges.[4] The insertion of Concordia Senior College between the junior colleges and the theological seminary was not only to make provision for a four-year degree program, it was specifically designed to preserve and extend the curriculum in the liberal arts as the basis for subsequent professional studies in theology.

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4. Concordia Junior College in Fort Wayne was discontinued in 1957.

THE ESTABLISHMENT OF CONCORDIA SENIOR COLLEGE

Formal action extending the academic preparation for professional studies at Concordia Theological Seminary, St. Louis, Missouri, from two to four years of college was initiated at the general triennial convention of The Lutheran Church-Missouri Synod in Saginaw, Michigan, in 1944 in the following resolution:

> The Board for Higher Education is requested to make further studies regarding the advisibility of changing over to a four-year college course in preparation for entrance upon a three-year course in theology in St. Louis and to submit a report with recommendations to Synod in 1947.[5]

The 1947 centennial convention, meeting in Chicago, then authorized and directed the Board for Higher Education to incorporate the junior and senior years of college into the pre-ministerial training program of the Church.[6]

In the interval between 1944 and 1947 the Board for Higher Education had devoted extensive study to the total program of ministerial education. It had invited and received many suggestions from the rank and file of the Church: the teaching personnel of its educational institutions, the

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5. Proceedings of the Thirty-Ninth Regular Convention of The Evangelical Lutheran Synod of Missouri, Ohio, and Other States, Saginaw, Michigan, June 21-29, 1944 (St. Louis, 1944), p. 492.

6. Proceedings of the Fortieth Regular Convention of The Evangelical Lutheran Synod of Missouri, Ohio, and Other States, Chicago, Illinois, July 20-29, 1947 (St. Louis, 1947), p. 200.

members of the clergy, the teachers of its elementary schools, and representative laymen from various walks of life, including higher education. In this process the Board became aware of extensive popular sentiment for a senior college and various plans were offered for consideration.

Eighteen proposals were eventually drawn up from suggestions offered by the constituency. All were carefully investigated and several of them were given serious consideration. Before the 1947 synodical convention the Board for Higher Education also made a detailed study of objectives, goals, and purposes of the total program of ministerial education in The Lutheran Church-Missouri Synod. This study resulted in a statement entitled The Objectives of Ministerial Training[7] which was included in the report to the 1947 convention by the Board for Higher Education and was formally adopted.

At the synodical convention of 1950 in Milwaukee, Wisconsin, these objectives and the decision to inaugurate a two-year unit were re-affirmed, and the Synod conveyed to the Board for Higher Education the requisite authority to execute the senior college plan or any section of it approved by the convention.[8] At the next general convention, held

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7. A copy of this document is on file in the Office of Institutional Research of the Senior College.

8. Proceedings of the Forty-First Regular Convention of The Lutheran Church-Missouri Synod, Milwaukee, Wisconsin, June 21-30, 1950 (St. Louis, 1950), pp. 215 ff.

in Houston, Texas, in the summer of 1953, the Synod passed the following enabling resolution.

> Be it resolved that the Board of Directors be and hereby is directed to construct, equip, and furnish a two-year Senior College in accordance with a program approved by a Synodical Convention of 1950, and that this be accomplished in Fort Wayne, Indiana, or in its suburban area.[9]

In implementation of this resolution a farm of 191 acres five miles north of downtown Fort Wayne was purchased as the site for the new Senior College campus. Formal ground-breaking ceremonies were conducted on May 26, 1955. The architectural firm of Eero Saarinen and Associates of Bloomfield Hills, Michigan, was engaged to design the buildings and grounds of the new college. Mr. Saarinen's approach to the task appears from this statement:

> From the beginning our common concern was the creation of an architecture which would support and express the idea of a college. We sought the creation of an environment appropriate to the intellectual and spiritual training of young men who would go on to professional studies in theology.

Mr. Saarinen found the solution in the European village plan. The chapel, placed in the center, is the heart of the campus, and the other buildings radiate from it in three directions. The pitched roof, reminiscent of North European churches, provides the key architectural expression. To unite the buildings in one organic whole, the roofs of

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9. Proceedings of the Forty-Second Regular Convention of The Lutheran Church-Missouri Synod, Houston, Texas, June 17-26, 1953 (St. Louis, 1953), p. 134.

all buildings were pitched toward the steeper pitch of the chapel. In the words of the architect:

> The village-like cluster of the smaller buildings around the chapel with the varied line of the pitched roofs seemed the pleasing and expressive silhouette. The chief buildings - the classroom building, gymnasium, student union, dining hall, administration building, and the dormitories - are arranged in such a way that the bulk of student traffic crosses the open court adjacent to the chapel, emphasizing the importance of religious values.

In September, 1957, the first students arrived. There were 193 in all, representing the 10 junior colleges, 30 states, and two foreign countries. The faculty numbered 21 on opening day. Formal dedication of the college facility took place on May 30, 1958.

PURPOSE OF THE COLLEGE

The purpose of Concordia Senior College as a distinctively pre-professional school in the program of ministerial training of The Lutheran Church-Missouri Synod is stated in the College catalog as follows:

> The Lutheran Church-Missouri Synod has established Concordia Senior College at Fort Wayne, Indiana, in order to provide suitable college training at the level of the junior and senior years for students who plan to enter professional training for the Lutheran ministry at Concordia Theological Seminary, St. Louis, Missouri. Graduates of the Synod's nine junior colleges will transfer to Concordia Senior College to complete the requirements for the B.A. degree.
>
> The program of studies is predominantly in the area of general education, but the selection of course offerings reflects an emphasis on the humanities and the biblical languages at

> pre-professional levels. The entire curriculum is designed to provide the prerequisites for the professional study of theology and for eventual admission to the ministry of The Lutheran Church-Missouri Synod. Integration with the program of the junior colleges and with the program of the Seminary is achieved through the direction of the Board for Higher Education of The Lutheran Church-Missouri Synod, which provides for coordination of the various levels.
>
> All phases of the student's campus life are considered to be of importance in the educational program of the College and are designed to contribute their full educational potential toward the spiritual, mental, physical, cultural, and social growth of the student.[10]

This purpose is reflected in the program of studies, with its combined emphasis upon general education and pre-professional training, as well as in the co-curricular and extra-curricular activities of the school. In the achievement of its purpose the College focuses its attention on the following general objectives:

Intellectually, to develop sound habits of reasoning and judgment together with a high level of ability in the use of the English language for oral and written communication; to lead the student to an understanding of the world and of human nature and of the basic problems of man and society

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10. Concordia Senior College Catalog, 1961-1962, p. 12. This statement of purpose, drawn up by the members of the faculty in residence at the opening of the College, has been published without change in all of the catalogs issued to date. In order to acquaint new members of the staff with the purposes and objectives of the College, this statement formed the basis for pre-school faculty conferences prior to the opening of each school year. It has received the attention of the faculty on various other occasions, particularly in connection with the critical evaluation of the 1958 Normative Curriculum which the staff was asked to prepare for the Curriculum Commission of the Board for Higher Education.

through a broad acquaintance with the chief fields of knowledge; to aid the student in developing proficiency in the use of foreign languages for theological study and research and for cultural enrichment; and to assist the student in developing a discriminating intellectual and emotional understanding and appreciation of the cultural heritage in literature, music, and the fine arts.

Spiritually, to develop mature Christian personalities in whom knowledge and understanding of the Scriptures and Christian truth and of the history and functioning of the church are joined with personal faith in Jesus Christ as God and Savior; to cultivate Christian living and all Christian virtues; and to strengthen the student's intent to serve in the Lutheran Ministry.

Socially, to develop in the student habits and attitudes making for social competence and personal leadership, and for the promotion and conservation of physical and mental health.[11]

The integrating element for the academic program in all its aspects is the Christian faith. Essentially this means that all teaching is done in awareness of the basic principles of Christian commitment as the Lutheran Church finds them expressed most briefly and pointedly in Martin Luther's explanation of the three articles of the Apostles' Creed, which may be summarized as follows:

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11. Ibid., pp. 12-13.

that God creates and sustains, preserves, and governs the universe and all that is in it;

that man, created in God's image as the crown of creation, became estranged from God through sin and that natural man's estrangement from God is a basic fact of man's existence;

that the love of God provided salvation for man in the atonement wrought by Jesus Christ, the Son of God and Savior of the world;

that man, relieved from the guilt, the penalty, and the power of sin when he in faith accepts reconciliation with God, has access to sources of power in God's Holy Spirit mediated through the means of grace, Word and Sacrament, which enable him to fulfill the will of God and to remain steadfast in his service of God and in the enjoyment of the hope of eternal life.

The total resources of Concordia Senior College in the instructional program, the resident counselor services, and the communal life of the campus are directed to the achievement of the aims of the school.

I. THE NATURE, MISSION, AND DEVELOPMENT OF THE COLLEGE

A. Conception and Inception: 1947-1962

Concordia Senior College is an upper-division ministerial college of The Lutheran Church-Missouri Synod offering a liberal arts, pre-professional baccalaureate degree program primarily for young men who aspire to become Lutheran ministers and who desire an educational program specially designed to prepare them for admission to one of the Synod's two theological seminaries.

The college was conceived in 1947, officially accepted and authorized as a new unit in the Synod's system of colleges and seminaries in 1953, and opened its doors in September, 1957, as the legal successor to Concordia (Junior) College founded in 1839. Developmental planning for the new upper-level college--definition of purpose, function, and educational program--embodied an approach that was innovative in the 1940's and 1950's. At that time the Synod owned and operated ten regional junior colleges, two 4-year teachers colleges, and two seminaries, all directed primarily to preparing men and women for church vocations and services. Synodical seminaries admitted applicants directly from the junior colleges. It seemed academically and economically sound for a church body wishing to make available a full four-year program of undergraduate ministerial education to create a new, single-purpose senior college to which pre-seminary graduates of the ten geographically widespread junior colleges would, if qualified, be able to transfer for completion of an upper level baccalaureate degree program.

Planning for the new senior college was undertaken in consultation and collaboration with the secretariat of the North Central Association. The Association encouraged the Synod's coordinating agency, the Board for Higher Education, to proceed with its plans for a senior college with an understanding that there was nothing inherent in this new type of college which would deter the Association from accrediting it when it qualified. Accordingly, after Concordia Senior College had been in operation for two years, a self-study involving all faculty members was begun, with Dr. Paul Dressel serving as the major consultant to the college. The college was accepted into membership of the Association in 1962 on the basis of a positive report by the examiners.

Concordia Senior College is thus the Synod's single upper-division ministerial college in its system of higher education. The junior colleges offer lower-division programs preparing for church and for service vocations: ministry, elementary and secondary education, social work,

deaconess service, and parish services; general and other pre-professional programs also may be offered within the framework of their institutional offerings and resources. Junior college students preparing for service as elementary and secondary school teachers transfer to one of the Synod's teachers colleges for completion of the upper-division program of their undergraduate professional preparation. Junior college students preparing for the pastoral ministry transfer to Concordia Senior College for completion of their upper-division liberal arts, pre-theological preparation; those who earn the B.A. degree may be recommended for admission to one of the Synod's theological seminaries.

In effect, the characteristics of operation make this system a "national consortium" of educational institutions. Each college and seminary develops and operates its programs in accord with its institutional definition, purposes, and functions. Interinstitutional cooperation and collaboration maximize the strengths of particular institutions and minimize duplication of costly programs, especially relatively small and highly specialized programs. Articulation of institutional programs and functions is promoted through the Synod's Board for Higher Education.

Since it opened in 1957, Concordia Senior College has enjoyed the full cooperation of the ten affiliated colleges, having ready access to the schools, particularly the ministerial college sophomores, through interchange of campus visits by selected staff members and by a program of student pre-orientation conducted personally and by correspondence by Senior College admissions personnel with the prospective transfer students on all junior college campuses. On-going articulation of the junior college-senior college degree program has been accomplished through the Curriculum Commission of the Board for Higher Education, which regularly convenes administrators and faculty members of the various schools for institutes and workshops directed to curriculum development and evaluation.

B. Purposes and Program

The central purpose of Concordia Senior College, shared with affiliated colleges preparing ministerial students, is the spiritual, intellectual, moral, social, cultural, and physical development of the functioning Christian person. All phases of the student's college experiences, both curricular and co-curricular, and the total range of formative influences which shape his personality and character are regarded as important and are carefully attended in the planning, organization, implementation, and evaluation of the full educational program.

More specifically, the college seeks to help the student (1) develop his potentialities by broadening his intellectual horizons and helping him gain the competencies (knowledge, understanding, skills) and dispositions (attitudes, values, habits of mind) of the liberally educated person who is preparing for seminary and ministry; (2) broaden and deepen his understanding

of man and of life in today's world and acquire appreciation of cultural values; (3) grow spiritually as a maturing Christian personality in whom knowledge and understanding of the Scriptures and Christian truth are joined with personal faith in Jesus Christ as God and Savior; (4) become personally responsible and self-directing in carrying forward his own education and in exercising his abilities in leadership and Christian service activities, and (5) clarify and support his ministerial aspiration and intent, deepen his understanding of and commitment to the Gospel and its application in the life of Christian worship, witness, and service.

The total academic and co-curricular program is directed to the accomplishment of these purposes. The academic program embodies studies in theology, the humanities, the social sciences, the natural sciences, foreign and Biblical languages, with provision for breadth, depth (concentration), and self-directed learning. The co-curricular program embraces a full range of physical, social, arts, and cultural activities, as well as spiritual, worship, and Christian service and social concerns activities. The total program is carried forward in a context of personal guidance and counseling.

The extent to which the outcomes sought are actualized doubtless falls short of the ideal. In part this is because it is never an easy matter to translate basic purposes into concrete programs and processes. In part it is because many of the outcomes sought are broad values not easily measured. And in part it is because Concordia Senior College remains a human institution, with the shortcomings inherent in any human enterprise. It will be the purpose of this Institutional Profile to reflect ways in which all members of the campus community seek to implement these purposes, to assess the total program, and to identify problems and areas of weakness or concern as well as areas of strength and achievement, together with efforts made or steps planned so that the college might more fully attain its purposes and realize its mission.

C. A Decade of Development: 1961-1971*

The following serves as a brief historical review of the development of the college during the past decade and as an overview of matters to be treated more fully and analytically in subsequent chapters. Additional analyses and supporting materials may be found in the Self Study (of which this Institutional Profile is, in part, a digest) and in special studies and exhibits (available on campus to the visiting examiners).

1. Students and Faculty. In 1957, 194 students enrolled as juniors. At that time the college employed 21 teachers and administrators. In fall, 1970, the enrollment was 403 with 43 fulltime faculty

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*Complete annual reports of the president for each year in the total history of the college supply detailed information and are available separately.

members on active duty. A relatively high degree of stability and continuity has characterized the faculty. Fourteen of the faculty members appointed in 1957 were still on the staff in 1970-71. At the close of 1972, 20 members of the teaching and administrative staff will have completed ten or more years of service at the college. More than 2000 degrees have been awarded during the operation of the college.

2. Academic Program and Services. To provide for continuous evaluation of the program and to encourage development as well as adaptation to changing circumstances, the office of director of institutional research was created in 1963. In the intervening years, under the leadership of this office, the college has made ongoing studies of the academic program.

From the beginning, seniors chose a field in which to pursue a minor specialization--called a "concentration"--consisting of a sequence of three courses that build on prior general education and distribution requirements in that field. Since 1963, as teaching and library resources have expanded, additional advanced concentrations have been developed so that they are now available in 15 fields: theology, literature, speech, philosophy, music, Latin, Greek, Hebrew, psychology, sociology, interdepartmental psychology-sociology, U.S. history, European history, and biology.

Major curriculum modifications were effected in 1969 after approximately three years of study by the faculty. The curricular structure was changed from one embodying 30 courses (five courses per quarter, three quarter hours credit each) over the two years to one embodying 24 courses (four courses per term, four term hours credit each) plus two Interim Terms in the two-year program. Equally as important as program structure and courses themselves are the educational climate and the style of learning in which studies are carried on. Recognizing the need to provide for ways of meeting individual differences in the abilities, backgrounds, achievement levels, and learning processes of students, the curriculum modifications also make provision for individualization and flexibility. In addition to honors work already available in prior years, the new learning processes include placement procedures and proficiency examinations, credit by examination, directed reading programs, independent study for regular courses, independent study of special topics (in lieu of electives), and independent study in two-hour enrichment mini-courses. The introduction of the Interim Term, in which the student devotes himself to a single topic, course, or independent project (under a supervising instructor), has provided new kinds of learning experiences and has contributed increased flexibility and opportunity for self-directed learning. It has also made it possible to provide off-campus study programs and projects (both group and individual) and on-campus interdisciplinary, team-taught offerings.

A second pre-theological liberal arts degree program was introduced in 1970-71. This new plan of studies, called Plan B, is fundamentally a variant of the standard degree program, called Plan A. The student who chooses either plan follows the same overall program of required courses, area options, concentration, and electives. The main difference in the two plans of study is that Plan A requires two courses in the language of the Old Testament (Biblical Hebrew) while Plan B includes instead two courses in Biblical Culture (Old Testament studies conducted in English). The rationale for offering two plans of study is that students may be seeking to meet the admission prerequisites of either one of the Synod's two seminaries; one seminary requires for admission credits in Biblical Hebrew while the other seminary does not have such an admission requirement. Provision is also made so that the student who begins Plan A may easily convert to Plan B, and vice versa.

From its inception the college served only single young men as fulltime ministerial students. Beginning in September, 1970, the college admitted ministerial students who were married at the time of entrance. Married students live off campus; provision is made to involve students' wives in meaningful campus social activities and, if they desire, in academic programs.

Studies of academic and financial programs designed to meet the needs of black students who wish to prepare for entrance to a seminary were under active consideration in 1970-71 and a program designed both for transfer students from the affiliated black college at Selma, Alabama, and for transfer students from public and private colleges has been developed.

The library has continued its development in support of the academic program of the college in general circulation and in other services. In 1960 the library listed 15,994 volumes. This has been expanded to more than 46,000 volumes in 1971. In addition there have been steady improvements in the financial allocations for library operation. Modifications to provide additional space in the library were made in 1971.

Other developments in educational services during the decade include initiation of some summer session offerings and the provision for regular in-service training and continuing education for clergy and others through summer institutes and structured programs during regular terms.

3. Student Life. Over the years the college has consistently sought to advance the student's education and personal formation by motivating him to participate in on- and off-campus activities. It has tried to help him to see the relevance of his learning to his personal life and in relation to his Christian commitment and ministerial intent. The efforts to accomplish these aims include

relating formal studies to current affairs, unifying personal and community life in corporate worship, and offering rich and varied opportunities for social-cultural activities and for religious and community service experiences. A mutual faith and philosophy of life grounded in common values and goals, as well as the absence of departmental rigidities, contribute to the high potential for meaningful achievement in this educational approach. For example, the college encourages student and faculty involvement in community and national affairs. For the past three years, Concordia Senior College has held the national record for blood donations (over 600% of its assigned quota) among American colleges and universities. More than 30% of the students are actively engaged in some type of service to the disadvantaged or to religious and social programs in state institutions or in educational assistance in poverty areas. The programs are student initiated and directed, the college providing a faculty coordinator. All such activities are classified as Christian services and are carried forward by students without remuneration from the college or from any federal, state, or local units of government or social agencies.

4. Physical Plant and Facilities. The original physical plant made very adequate provision for the college's program in the early years. To eliminate a weakness identified by the 1962 North Central Association examiners, headed by Dr. John Diekhoff, and to accommodate a projected enrollment in excess of the rated capacity of the college, additions to the physical plant were begun in 1965. The new construction, equipped and furnished, provided a variety of instructional and housing facilities at a cost of approximately $1.4 million. There is no indebtedness on the physical plant.

The new educational structure includes facilities for music and art instruction as well as offices for the music teachers, a music library, and listening rooms. Complete facilities for a "Little Theater" (150 seats) and practice rooms for music groups and individuals also are included. The North Classroom Building of the new construction includes a conference center, a new faculty lounge, faculty offices, a college bookstore, a publications center, and a student post office. Student personnel services, incorporating a suite of four private counseling offices for the resident counselors, as well as new space for the office of the dean of student affairs, are located on the second floor. In addition to the multipurpose "Little Theater" (which serves also as a large lecture and convocations auditorium and for rehearsals of larger choral groups), the building includes six classrooms of innovative design, a psychology laboratory, and an audio-visual classroom. An art studio is located on the third floor.

The second phase of construction provides three additional small (34 students each) dormitories together with the residence and counseling facilities for another resident counselor to serve this new "village" (as dormitory clusters are called).

To meet another need to which the original examining committee pointed, a director of campus art was appointed in 1963 and provision was made for the display of art exhibits in building locations designed for this purpose. The college has also continued its program of acquisition of campus art over the years and has accumulated an above average collection of art installations.

A major teaching potential was achieved in 1969 through completion of closed circuit television facilities. Currently the major use of this equipment is centered in public speaking instruction, but many extensions of service to other teaching areas by means of video tape and pick-up telecast to all parts of the campus are being explored and encouraged by the director of the television center.

5. Finances. Total annual income of the college moved from approximately $600,000 in 1957-58 to almost $1.5 million in 1970-71. The Synod, through generous educational subsidy, provides 43-50% of the annual operating budget and virtually 100% of all capital investment (plant funds). In the years of its operation the college has never experienced an operating deficit.

   Although there has been consistent improvement year after year in levels of total compensation to faculty (salary, housing, retirement and major medical plans), these do not match the remuneration at the associate professor level and especially the professor level at many private and public colleges and universities. In this connection it should be noted that those who have served on the faculty and staff over the years view their work as a special ministry of the Church. Since 1963 the college's budgetary program of support for faculty members desiring study leaves has experienced steady growth through generous grant support from the Aid Association for Lutherans Insurance Company, with the college providing full salary, housing, and fringe benefit coverage to faculty members on leave. Thus the faculty member's purchasing power is kept constant even while on study leave.

6. Future Planning. A faculty Future Planning Committee has been at work during the past two years to provide for future expansion of college services to the Church and to explore useful adaptations of new areas of service. In 1970 membership on this committee was broadened to include representation from the Board of Control, from the clergy, and from the student body.

Specifically, the college recognizes the broadening concept of "ministry" today, the growing incidence of "team ministries" in parish work, and the growing variety of specialized and multiple ministries required by the church and society now and in the future. Programs preparing for social services (social ministries, social workers), for parish services and liberal arts programs for general students, if they were included in the eventual recommendations by the Future Planning Committee, would introduce coeducation to the campus.[1]

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[1]See Chapter VII. Also a detailed history of the studies developed by this special faculty committee is available on campus in a separate report.

II. The College's Resources for Carrying Out Its Task

The resources needed by a college to carry out its task are of many different sorts. In subsequent chapters various program and administrative resources will be treated. The present chapter deals with faculty, library, physical plant, and financial resources.

A. Faculty Resources[1]

The college believes faculty members, with the students, are the most important resources in carrying out its mission. Great care is taken in all initial appointments to the faculty. Prospective appointees are for the most part identified by faculty and administrative persons who know the candidates' qualifications and who in many instances have some acquaintance with them as persons. In identifying potential faculty candidates, the Board for Higher Education also provides helpful personal data, but it has not been necessary or useful, given the special qualifications sought in candidates, to turn to general university placement services except to request dossiers. The college uses a standard personal data form on which potential candidates supply personal, educational, and professional experience information.

In line with the college's purpose and mission, prospective faculty members are sought who are theologically trained persons, who have advanced preparation in their respective arts and sciences disciplines and fields, who have scholarly interests in their fields but whose primary interest is in teaching in the full sense of both effective instruction in a field and personal guidance in the total formation of the student, and who, if possible, have had professional experience in some form of service in education or ministry. Potential faculty appointees are invited to the campus for interview and consultation with faculty and administration; the nature and mission of the college are fully discussed and an attempt is made to discover the probable adequacy of "fit" between the candidate's and the college's interests and needs. No appointments, with the exception of occasional short-run instructorships, are made unless, in the best judgment of immediately involved faculty (division chairman, representatives of the teaching field in question, and academic officers) it is believed that the candidate has the kind of qualifications to warrant not only initial term appointment but also the potential for permanent tenure and advancement at an appropriate future time.

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[1]Further data on faculty may be found in Chapter VI.

The college seeks diversity and unity in building the faculty. It seeks as much diversity in the particular undergraduate colleges attended by faculty members, within and outside Synodical colleges, as is consonant with the collegiate sources of persons who subsequently study theology at a seminary of the Synod. It seeks diversity in the universities in which prospective and present faculty members pursue advanced studies in their liberal arts and sciences fields at the master's and doctor's degrees levels. And it seeks a measure of unity in securing theologically prepared persons who are pastorally motivated and person-centered in their approaches to students and who look upon their professional and scholarly activities and services as faculty members in a way that is informed by the canons and spirit of both the academic community and the ministerial office.

In 1970-71 Concordia had 43 fulltime and one emeritus faculty members. These faculty members received their lower division undergraduate education at nine different Synodical junior colleges located throughout the country and at nine other collegiate institutions.[2] They earned their bachelor of arts degrees at eleven different institutions.[3] All but three faculty members also hold the bachelor of divinity degree or equivalent theological diploma. All members of the faculty hold at least a master's degree (six hold two master's degrees) in their academic or professional fields, earned at 21 different universities and

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[2]Synodical junior colleges at Fort Wayne, Ind. (7), Winfield, Kan. (6), Bronxville, N.Y. (6), Milwaukee, Wis. (3), Concordia, Mo. (3), St. Paul, Minn. (3), Oakland, Cal. (3), Portland, Ore. (2), Austin, Tex. (2). Other colleges: Bay City Junior College, Brown University, Columbia College, Glendale College, Concordia Teachers College (Illinois), Concordia Teachers College (Nebraska), Estonia Gymnasium, Northwestern College, and Valparaiso University.

[3]Concordia Seminary, St. Louis, Mo. (17), Concordia Senior College (9), Northwestern College (3), and one each from Bowdoin College, Harvard College, Concordia Teachers College, Rosary College, University of Michigan, University of Oklahoma, University of Tulsa, and Valparaiso University. (Note: Prior to 1957, Synodical junior college graduates proceeded directly to Concordia Seminary, St. Louis, where they were awarded a 4-year diploma (up to 1942) or a B.A. degree (after 1942) following two years of work; at the end of three more years of study they were awarded a B.D. degree or theological diploma.)

professional schools.[4] Eight members hold doctoral candidate (A.B.D.) status.[5] Eighteen faculty members hold the earned doctorate in their academic fields from 15 institutions of higher learning and two also have held post-doctoral fellowships.[6] In addition to the academic work pursued at graduate institutions toward advanced degrees (listed above), faculty members have taken other special or advanced studies at 39 different institutions.

Faculty members hold one of four academic ranks: instructor, assistant professor, associate professor, professor.[7] Because of the considerations governing appointment to the faculty, appointees at the instructor level are at least 26 or 27 years of age and have behind them eight years of college and seminary education plus graduate work in their academic field of appointment and possibly several years of professional ministerial experience. Those who are initially appointed at the assistant professor level normally are in their late twenties or thirties because, in addition to eight years of college and seminary education plus graduate work in their field of academic appointment, they have probably had prior experience in college-level teaching and/or various forms of ministerial service. The median age of current members of the faculty is 41. Following is a summary of age groups of current faculty members.

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[4]Washington University (9), Concordia Seminary (6), Indiana University (5), University of Michigan (3), University of Texas (3), Ball State University (3), Northwestern University (2), University of Chicago (2), and one each from Eastman School of Music, Emory University, Fordham University, Johns Hopkins University, Lutheran School of Theology-Chicago, Michigan State University, Murray State University, Temple University, Union Theological Seminary, University of Houston, University of Wisconsin, University of Washington, and Western Michigan University.

[5]University of Michigan (2), and one each at Emory University, Northwestern University, Lutheran School of Theology-Chicago, Princeton Theological Seminary, University of Maryland, and Washington University.

[6]Doctorates earned at Indiana University (2), Northwestern University (2), Washington University (2), and one each from Concordia Seminary, Fordham University, Harvard Divinity School, St. Louis University, Temple University, University of Buffalo, University of Chicago, University of Edinburgh, University of Kansas, University of Michigan, University of Pittsburgh, Wayne State University.

[7]Beginning July 1, 1971, there are two faculty members at instructor rank, 18 at the assistant professor rank (seven with tenure), 9 at the associate professor rank, and 14 at the professor rank (including one emeritus).

Age Group	Number of Faculty
25-29	2
30-34	6
35-39	10
40-44	5
45-49	6
50-54	5
55-59	4
60-64	4
65 and over	2*

*includes one emeritus

The range of professional service experience of faculty members is quite wide, as is shown in the following table (figures in each column denote number of faculty members).

Field of Service	Years of Experience						
	1-3	4-6	7-9	10-12	13-15	16-20	21+
Elementary, Secondary Education		2	2	3			
Educational Administration Elsewhere	4	3	1	2			
Fulltime College, Professional School Teaching and Administration Elsewhere	1	6	2	2	1	4	1
Parish Ministry	7	5	3	5		1	
Foreign Missions, Foreign Service		3			1		
Concordia Senior College	10	8	6	5	14		

The three major functions of faculty members are teaching, scholarship and research, and service (institutional, church, community). Following are indications of the interests and activities of faculty members in these areas.

1. Teaching. All faculty members, including administrative personnel except the president, librarian, and assistant librarian, teach regularly. Persons with administrative responsibility carry a reduced teaching load. This helps keep the accent on the central teaching mission of the college for all faculty members. Those with fulltime teaching responsibilities normally carry ten courses each year (three courses each regular term, one offering in the

Interim Term). Load reductions from the 10-course "full teaching load" vary according to the scope of the faculty member's administrative responsibility; the minimum number of courses taught per year (by central administrative personnel) is normally four.

Evidences of the faculty's zest in pursuing their teaching task and of their central concern with that task include the following: (a) careful prospectuses or instructional syllabi which lay stress on purposes and teaching processes/methods are prepared for all courses, and no course may be offered without prior approval of a prospectus by the division, Academic Policies Committee, and general faculty; (b) many instructors offer two-hour individual and group enrichment studies beyond their regular course loads and also supervise independent study projects of various sorts and honors work; (c) faculty members use course evaluation instruments regularly and instructor-evaluation is included on the Senior Opinion Questionnaire (distributed to all seniors annually), with courses and teaching processes being revised in light of student feedback; (d) faculty members keep posted office hours for consultations with students to give special help; (e) topics related to teaching processes and methods are treated at some faculty meetings and regularly at faculty seminars and pre-school faculty retreats; (f) some 20 or more faculty members serve as academic advisors to students, aided by the three resident counselors (whose concern is total personal counseling), for the purpose of interpreting the curriculum to students and assisting them in course selection processes.

With respect to promoting the "larger learning," that is, the student's total personal growth and development, faculty members use many occasions to interact with and guide students--visiting dormitories for devotions and socials, interacting with students at the Snack Bar, participating in intramural sports activities, and inviting students to their homes.

2. Scholarship and Research. Concordia places emphasis on scholarship and research (or in fine and performing arts, on creativity and performance), and publication or production, chiefly in relation to the contributions these activities make to the faculty member's personal and professional development and as they may enhance his teaching and service effectiveness on campus and extend his broader service to persons beyond the campus. Evidences of this kind of continuing liveliness and growth as a responsible and contributing member of the academic community are taken into account in faculty assessment and advancement, but the main focus in all such matters is on teaching effectiveness and the contributions academic and professional activities make to it.

Considerable scholarship, research, and creative production carried on by faculty members is thus instruction-related and, though perhaps not published, the results are utilized in regular teaching activities. At the same time, many instructors do contribute articles and critical or review essays to professional and learned journals, to news media, and to theological and

religious publications. For example, in the years 1966-1970 seven faculty members contributed regularly to popular news publications and journalistic media, seven contributed 23 articles to theological and religious publications, and nine contributed 28 articles to professional and learned journals and publications. In the same time period, six faculty members published nine books or contributed chapters to books published under a general editor. In the fields of communications and fine arts or performing arts, moreover, faculty members carry forward their own creative efforts in art works displayed at exhibits, in public addresses, in writing and directing and producing dramas, and in musical composition, direction, and performance. In addition to papers and essays presented at faculty retreats, seminars, and colloquia, the church at large draws upon the scholarly resources of the college in calling upon faculty members to deliver essays and papers at pastors and teachers conferences, at district conventions, and at a variety of off-campus institutes and workshops.[8]

Another avenue of continuing professional and intellectual growth is membership by each faculty member in at least two learned or professional societies (some considerably more than two). Each faculty member, moreover, usually attends at least one state, regional, or national meeting of learned and professional societies each year.

3. Community Service. The "community" served by faculty members has three dimensions: (a) the campus community, (b) the church community--local, Synodical, national, and (c) the public/civic community of Fort Wayne and environs.

   a) Besides the regular teaching task (both narrowly and broadly defined), 27 faculty members serve as special leaders and advisors to many college and student body groups. In addition, 19 faculty members serve on one faculty committee, seven serve on two faculty committees, and five serve on three faculty committees.

   b) Faculty members contribute to the church community by service on national church body (and inter-Lutheran) boards, commissions, and committees. The number of faculty serving in this way varies from year to year, since such service is by appointment or election for a term; the range in recent years is from 1967-68 (when 19 different faculty members served on 11 Synodical agencies, three district boards or committees, two national boards, and one inter-Lutheran agency) to 1969-70 (when nine faculty members served on seven Synodical agencies,

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[8]A complete digest of all activities of faculty members (including research, publications, meetings attended, papers delivered, church and community services, advanced degree programs, and the like) is found in each report of the academic dean to the president, and appears in the president's annual reports.

three district boards or committees, and one inter-Lutheran agency). Virtually all faculty members, moreover, serve congregations in the area by preaching, speaking on special occasions, conducting confirmation and adult education programs, serving on local boards, and participating in various conferences and conventions.

c) Faculty contribute to the public/civic community in a variety of ways, including services to such agencies as the YMCA, ACRES, LAEE, Fort Wayne Community Concerts, Wildcat Baseball, Neighbors Inc., Lutheran Social Services, United Community Services, Rotary, Convention Bureau, Commission on the Aging, American Red Cross, Urban League, Fort Wayne Fine Arts Guild, and others. The federal government is also served through military chaplaincy (reserve) and U.S. State Department missions. Several faculty members have also fulfilled another aspect of community service through an active part in political affairs of the two major political parties.

Assessment

With respect to faculty resources of the college, the strengths appear to out-number the areas of concern.

The college has a relatively stable faculty of mature, professionally- and pastorally-minded, academically well prepared members who look upon their task as a special ministry in higher education of the church. They are generally student-centered, willing to attempt innovative approaches and practices in the teaching-learning process. The inclination to resort to traditional norms of approach and procedure, to follow the graduate school models of excellence, or to develop courses which serve the instructor's more than the students' interests and needs, may be present but usually is resisted successfully. Faculty members give ample evidence that their primary loyalty is to ministerial education and to the college; there is little incidence of the norms of the traditional academic marketplace prevailing, where primary loyalty often is to one's own career and discipline. At the same time, there is ample evidence of the academic and intellectual integrity of faculty members who, as teacher-scholars, are generally highly rated by all students who have attended Concordia over the years. On the whole, the intellectual, spiritual, and social climate of faculty service is positive and conducive to very satisfactory morale.

One area of concern is the danger of faculty yielding too much, not to the publish-or-perish pressures or career-advancement syndromes, but to the demands and requests of the church for capable services which they can render. Another concern is that off-campus professional service opportunities not divert faculty from their primary task; so far faculty members have exercised appropriate self-restraints here, despite the pressures which the spiraling economy give and the related need to supplement income. A third area of concern is that faculty morale remain positive, despite the fact that fewer young men today are entering the church

body's college-level program of ministerial education, and that ways be found to retain the faculty resources the college has assembled so that a sufficiently diversified church vocations student body can be attracted to the college and its established strengths be continued on a viable basis. (The latter point will be treated more fully in Chapter VII.)

B. The Library

The introductory statement concerning the objectives of the college library as given in the North Central Association Self-Survey Report of 1961 is still applicable today.

> The library identifies with and seeks to implement the purposes of the general program, as well as the specific educational objectives, of the college.
>
> The library is regarded as a materials center, acquiring and making as accessible as possible materials in a variety of media to support the curriculum, reflect the heritage of civilization, assist the teachers in meeting their needs as informed and scholarly teachers, and provide recreation.
>
> Together with the instructional staff, the library staff seeks to develop in students the following: active and lasting habits of reading, the ability to work effectively with increasingly complex library collections, a sense of responsibility for their own actions, and regard for the rights of others.
>
> The library renders community service consistent with the purposes of the school and the nature of the school's constituency.

Although changes and problems have arisen during the past decade (discussed below), the library's correlation with the task of the college and its academic program must continue to become even closer.

1. Resources.

   a) Physical facilities. The functional library building, combining exterior and interior attractiveness, is located at the heart of the campus. Approximately 14,500 square feet, on three levels, are available for library purposes. The open stacks as currently used have about reached their capacity of 45,000 volumes. The seating capacity of the library is presently 140. Plans to house 50,000 additional volumes by revision in the use of the library facilities

(with remodeling) to bring into play additional ground floor space now used for storage were implemented in 1971. The revision of the facility includes provision of some additional seating and lounge area.[9]

b) Holdings. The library inherited the holdings of Concordia Junior College, Fort Wayne, which included a particularly strong reference section. The items retained by the Senior College library have been reclassified according to the Library of Congress scheme.

As of July 1, 1971, the number of accessioned volumes in the library was 46,182. A record of accessions by classification, source, cost, duplicates, and reference is maintained and bears out the fact that a high degree of emphasis is placed on supporting the goals of the college and the course work of the students. The library also has current subscriptions to 327 periodicals and 11 newspapers.[10]

The library's audio-visual holdings were recently enhanced by the purchase of five cassette tape players; these are used in conjunction with public speaking courses, and consideration is being given to building up a collection of educational cassettes. The library also holds back issues of several periodicals on microfilm and microcards, with equipment for viewing these. Study is being given to the question of adding microfiche equipment. The record library, now housed in the music department, contains approximately 1500 albums and listening equipment.

c) Accessions. The book selection policy is still kept as flexible as possible. The librarian attempts to aid instructors in keeping informed of new publications by the regular distribution among the faculty of selection aids such as Choice and Library Journal, as well as various catalogs and publication announcements that come to the library. Faculty members submit requests directly to the librarian. The introduction of a "departmental" allocation system, though still under consideration, has not been considered necessary to date.

Although the library does not systematically purchase titles from book selection aids, the librarian does use such tools as Winchell's Guide to Reference Books, the American Library Association Books for College Libraries, the Julian Street Library Guide, and other pertinent bibliographic sources and tools.

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[9]See p. 22 below, and also the special study, "Proposed Changes in Library Facilities" (available on campus).

[10]Full information on holdings in the collection, by classification, is supplied in Basic Institutional Data, Section I, p. 39.

A questionnaire distributed to all graduating seniors, "The Evaluation of College Experiences," contains an item: "Adequacy of library holdings for your academic program." On a five-point scale, with five the highest rating, the 1970 graduates rated this item 4.6 (a .1 increase over the previous year). Student reaction to library services and facilities has been consistently and increasingly favorable over the 14 years the college has been in operation. In addition to the aforementioned general evaluation, a more detailed questionnaire, based on one suggested in College and Research Libraries, has been distributed to all students and faculty, and an even more in-depth survey given to faculty members only. The results of these questionnaires are supplied in a supporting document.[11]

d) Budget and Expenditures. Responsibility for preparing the library budget rests with the librarian, in consultation with the academic dean, and on audio-visual matters, with the division chairmen. Expenditures for the fiscal year 1969-70 were $47,890 and in 1970-71 were $51,135. Per student expenditures (based on average enrollment for the year) were $123 in 1969-70 and $129 in 1970-71. Library expenditures amounted to 5.1 per cent of the college's total expenditures for educational and general purposes in 1969-70 and 5.2 per cent in 1970-71.[12]

2. Staff. The two professional librarians hold full academic rank and operate under the same conditions of service which apply to other faculty members. The librarian is responsible to the academic dean for the attainment of library objectives.

The professional library staff consists of the librarian and the assistant librarian. The librarian joined the Concordia staff in 1970 after seven years of experience in college and public libraries. The assistant librarian, with 21 years of experience as a professional librarian, has been a member of the faculty since 1956 (a year before the college began operation) and was instrumental in accessioning all material from the Concordia Junior College library and in the reclassifying of such materials from the Dewey to the Library of Congress system.

The librarian is responsible for the general administration of the library, including book selection, ordering, circulation, and the assembling of reserve shelves. The assistant librarian is responsible for cataloguing, technical processes, and inventory-taking. The two librarians share in assisting

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[11]See special study, "Student and Faculty Evaluation of Library Services and Resources" (available on campus).

[12]Complete analysis of the library budget and expenditures is furnished in Basic Institutional Data, Section I, p. 42.

readers. The two-librarian arrangement appears to be adequate in view of the two-year academic program, the selected and relatively small student body, and the open stack and open reserve shelf arrangement under the term-loan system; however, the growth of the collection over the past decade may necessitate the addition of at least a part-time professional person.[13]

The non-professional staff consists of a secretary and a clerical worker with ten years' experience in acquisitions, both working under the direction of the librarian. Their conditions of service are the same as those which apply to campus secretaries. The library also employs 15 student assistants, each working approximately 10 to 15 hours per week.

3. Usage. Library policy emphasizes student responsibility. Operation is based on an honor system, with the idea that each student should be aware of his moral obligations to the institution and to other students in using library resources.

Students at the college receive instruction in the use of their library primarily in five ways: (a) formal briefing sessions and tours for small groups during the regular orientation period for new students; (b) detailed information on library resources and procedures, as supplied in the Student Academic Guide; (c) informal contacts with the librarians during the school year (a librarian is on duty during most of the hours the library is open); (d) informal contacts with well-trained and informed student workers on duty in the library; (e) frequent notices in the Daily Bulletin. While a great deal of formal and informal contact exists between the library staff and the rest of the faculty, there has not been a significant effort to have librarians visit classes and offer instruction in the use of the library. Response to a recent questionnaire distributed among the faculty indicates that about a dozen members of our staff would be interested in such sessions. Such a program will be initiated during the 1971-72 school year for those desiring the service. In general, our students who enter as juniors reach us with a fairly high level of sophistication in knowledge of library usage, and they seem to appreciate the services found in our resources center and the honor system.

The library is open to students and faculty a total of 83½ hours per week; additional hours may be scheduled during final examination periods, for the convenience of students.

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[13]Further information on the training and experience of the professional library staff is supplied in Basic Institutional Data, Section I, pp. 41-42.

Statistics summarizing library circulation for 1969-70 and 1970-71 are supplied elsewhere.[14] Circulation is consistently fairly high. However, a rather substantial decrease in faculty circulation has taken place recently.

4. Library-Faculty Relationships. Relations between the libarians (who hold full faculty status) and other faculty members are generally very favorable. In addition to involving every faculty member in the book request and acquisition process, each professor is notified when a book he has requested has been accessioned. A list of new acquisitions is also compiled monthly and is sent to every faculty member. A series of meaningful library displays was provided by faculty members during the 1970-71 school year. In addition, three faculty offices are located in the library, which facilitates library staff-faculty interaction, and the library's two seminar rooms (which also house materials pertaining to certain humanistic fields) are used for instructional purposes.

Assessment

The greatest and most basic strength of the library is that it amply supports the academic program and interests of the majority of students and faculty. The collection is very strong in those areas in which curricular support is particularly important. The honor system to which the library has always subscribed generally has been very successful, speaking well for the integrity of the student body.

Other strengths of the library are found in the personnel responsible for its operation: a well-qualified professional staff, dedicated clerical workers, imaginative and committed student assistants, a generally cooperative faculty, and an administration which retains a deep sense of what a library and its professional staff should be.

There are also certain problem areas in the library operation. One of these is the question of enlarging the staff to meet growing demands. This has been partially achieved by the addition in 1970 of a fulltime secretary; however, the problem of additional parttime or fulltime help is still under consideration.

With reference to physical facilities, there have been complaints of inadequate lighting in the library. Lighting engineers have been called upon for consultation and solutions to this problem are under way. A further problem is how to make the best possible use of the present library building in view of an expanding collection and changing student body. Various alternatives were explored and the decision was made to reorganize and relocate certain library functions, with some remodeling, to provide increased useable space and to improve functions.[15]

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[14]See Basic Institutional Data, Section I, p. 40.

[15]See separate study, "Proposed Changes in Library Facilities" (available on campus).

Another problem is promotion and publicity for the library; it is important that students and faculty be made aware of the facilities and resources available to them. It is hoped that increased consultation between the librarian and division chairmen, as well as the involvement of faculty members in developing library displays, will lead to a further interest in and use of the library's resources and services. Attempts are being made to gauge faculty and student opinion by the use of surveys and questionnaires, as well as by more informal modes of communication.

A basic question that will need to be considered now and in the future involves library policy and the changing nature of the student body. The admission of married students to the college may present some changes in service needs. Further developments in the scope of the college's mission and program and its admissions policy and curriculum, along with other factors affecting the nature of the student body, may lead to the need to re-evaluate the honor system. In fact, recent trends in some aspects of library operation related to the honor system approach--such as book loss and mutilation--indicate that some revision of the present system may be needed even under current circumstances of college service and program.

C. The Physical Plant

The 191-acre campus has 29 college buildings and 25 faculty residences. The architectural firm of Eero Saarinen and Associates designed the major buildings and campus plan. In giving visual expression to the philosophy and objectives of the college, the design called for a grouping of the major academic buildings around a central plaza, with the chapel placed in the center at the highest point and the other buildings radiating from it. The pitched roof, reminiscent of Northern European churches, provides the key architectural expression of the campus structural design. Buildings added since the original construction have been located and built to harmonize with the original design. Most of the artistic decorations in the classroom buildings, library, dining hall, health center, and dormitories carry out the Te Deum theme. A reasonably complete description of the college plant and facilities is given in the Announcements for 1971-72 (catalog), pp. 15-18. An adequate number of business officer personnel, secretaries, and maintenance personnel are employed to take care of the non-academic needs of the college. The buildings are well constructed and adequately maintained. Landscaping of the campus has followed a master plan.

Assessment

The physical plant, well built and functional, is a definite asset. In addition, the entire campus is aesthetically pleasing. Preventive and corrective maintenance on buildings and campus has been very satisfactory. The non-academic staff has been adequate for the needs of the college.

Several areas of need already treated in this report are under study and in some instances action has been budgeted and undertaken: (1) The need for added open-stack area in the library, with relocation of some functions, was remedied in the summer of 1971. Additional lighting is being provided over the reading areas. (2) Remodeling the Student Commons to provide more recreation space and to make it a center of student activity was completed in the summer of 1971. (3) The desirability of a swimming pool and an all-weather track is acknowledged, but finances will probably delay the realization of these two items for the present.

D. Financial Resources[16]

Since the college is owned and operated by The Lutheran Church-Missouri Synod for the specific purpose stated in the previous chapter, the Synod provides the college with strong financial support. It does this first by assuming all plant fund obligations and by completely financing the construction of the entire campus facilities. Included in this are all auxiliary units, such as dormitories, dining hall, and faculty housing. The 191-acre campus and physical plant represent an investment of $10.4 million. Based on a rated residence-hall capacity of 540 students, the investment in plant (buildings, grounds, equipment) amounts to $19,322 per student. Even after the initial construction, the Synod continues in a major way to maintain, replace, and expand educational buildings and equipment. Only auxiliary facilities are expected to maintain themselves from student fees and local funds after the initial construction has been completed.

The Synod also gives generous financial support, in the form of an annual subsidy, for current operating expenditures. Over the past ten years the Synod has provided an average of 44.2% of current income for operating expenses (with an average of 37% of current income, over the 10-year period, derived from student fees and the balance from individuals and agencies, college stores, and other enterprises). In 1969-70 the Synod provided an annual operating subsidy in the amount of $631,000--that is 45.4% of the total income for the year. In 1970-71 the operating subsidy was $622,903 (43% of the total annual income). The college has never been in debt.

A comparative statement of current income and expenditures for the years ended June 30, 1969 through June 30, 1971 is provided in the separate report, Basic Institutional Data, Part I.

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[16]Detailed financial summaries are furnished in Basic Institutional Data, Section I, pp. 45-48.

Assessment

One area of strength stands out: the considerable financial support provided by The Lutheran Church-Missouri Synod has given the college financial stability. The college has no indebtedness and is able to operate in the black. Student scholarship funds and financial aid are available.

Two areas of concern may be noted. First, in the three-year period, 1962-64, basic student fees remained stable: Education Fee (tuition), $325 per year; Dormitory Service charge, $165 per year, and Food Service, $400 per year--a total of $790 basic fees per year. Rising costs of operation since 1964 have required increases in annual basic student fees, as indicated in the following table.

	Basic Student Fees Per Year						
	1965	1966	1967	1968	1969	1970	1971
Education Fee	$340	$360	$ 405	$ 435	$ 510	$ 610	$ 730
Dormitory Service Charge	180	200	240	240	240	260	260
Food Service	420	435	465	480	480	510	510
	$940	$995	$1110	$1155	$1230	$1380	$1530

Because of the relatively strong financial support of the Synod, these increases in costs to students have been lower than those characterizing most colleges and universities in the private sector over this time period, and are in line with increases at many colleges and universities in the public sector. The total educational cost to the student is still quite modest in comparison with most private colleges and is comparable with many residential public colleges and universities. Despite increases in district aid to students, in college grants-in-aid and in service scholarships and campus employment hourly wage scales, quite a few students have turned to off-campus jobs to supplement income derived from summer employment and financial assistance from parents and other sources to help pay basic costs and for personal purposes (clothing, dates, automobile costs, incidentals). It may still be said that no qualified student who desires to prepare for the ministry by attending Concordia Senior College will be prevented from doing so merely because of unmet financial need.

Second, the continuation of past and prevailing levels of financial support of the college by the Synod in the form of a generous annual operating subsidy depends on a number of factors. Among these are the following: (a) continued general support of the Synod by the thousands of congregations that comprise it; (b) continued priority by the Synod to support its total system of higher education; (c) continued adherence by the Synod to the belief that this special program of undergraduate ministerial education is well worth the cost in terms of the qualitative

and quantitative returns gained by its future seminarians and pastors and by the church body; (d) continued attendance at Concordia Senior College by the vast majority of young men seeking to prepare for admission to one of the Synod's seminaries. At this juncture there is every reason to believe that these factors will remain positive in the near future. At the same time there are some indications that over the longer run there may be changes in the "mix" of funding sources in the operation of some of the Synod's colleges, especially those that enroll more students who are not preparing for church vocations. It is also apparent that the Synod will strive to take measures to consolidate some of the smaller institutions so as to continue full-level support of those institutions that are qualitatively and quantitatively viable. At this time the continuance of strong Synodical support of Concordia Senior College is reasonably assured to the degree that its primary focus remains church service programs and student enrollments in such programs hold steady or increase.

III. College Organization and Administration

The table of organization (insert next page) reflects the current structure of college organization and administration. The formal structure appears quite conventional and perhaps belies the extent to which informal communication and participatory decision-making processes take place in this small, relatively intimate college setting.

A. The Board of Control

The Synod administers each of its educational institutions through a local Board of Control. Operating under articles of incorporation consistent with those of the Synod, the board provides local administrative organization and policies, facilitates the achievement of the institution's educational purposes, and fosters and safeguards its interests. Central coordinating functions for all of the Synod's educational institutions are provided by its Board for Higher Education. The Senior College Board of Control, as the Synod's agent, operates the institution and constitutes its governing body. The board is ultimately responsible for the administration of all properties and funds and for all financial and contractual obligations assumed by the college, but power to sell any part of the college's properties or to close the institution is reserved to the Synod itself. The Board of Control is responsible for policies governing the college's educational program, the general welfare of the faculty, other employees and students, and for the efficient business management of the institution. It supervises the collection and disbursement of all funds and the development of annual budgets and budget requests.

The Senior College Board of Control is composed of ten members. Nine of the members are elected by the general convention of the Synod and one serves ex officio with vote. The board is authorized to fill interim vacancies. The term of office for each elected member is four years and he may succeed himself once. Election procedures provide for rotation so that approximately half of the board members are candidates for re-election or replacement at each biennial convention of the Synod. The ex officio member of the board is the president of the synodical district in which the college is located; in this case this is the president of the Indiana District.

The constitutional law of the church body requires a membership on the Board of Control, consisting of six lay and four clergy members, that is broadly representative of the Synod and, in the case of lay

members, of various professions and occupations.[1] Regulations of the Synod require "no less than three" meetings annually of its several Boards of Control. The Senior College schedule calls for four meetings (September, December, March, May) each school year, plus, very rarely, a special meeting.

The small size of the board of the college provides exceptional opportunities for communication and these are fully utilized to make personal acquaintance with college affairs possible for individual board members. All college publications are supplied to board members and they are informed by mail, via presidential memoranda, of any significant developments between board meetings. Provision is made for informal interaction of board members with faculty and students.[2] At one board meeting each year, three hours are provided for class visits by individual board members, who choose the instructors and courses they wish to observe. Upon invitation of the president, deans and other administrative officers appear before the board to support their policy recommendations or to provide rationale for budgetary, legal, staffing, or other decisions which require the board's attention and action.

The board is able to operate effectively without sub-committees, except for an executive committee which processes emergency items upon invitation of the president if action is required in the interim between scheduled board meetings. The board has appointed one of its members to the Future Planning Committee which directs and coordinates institutional and program planning, and a member represents the board on the steering committee which has directed and coordinated the activity of the faculty in the self-study process of the North Central Association membership review program.

The board maintains an "open door" policy with regard to access by delegations of faculty or individual faculty members who desire to bring to the board's attention considerations or appeals in which they may have

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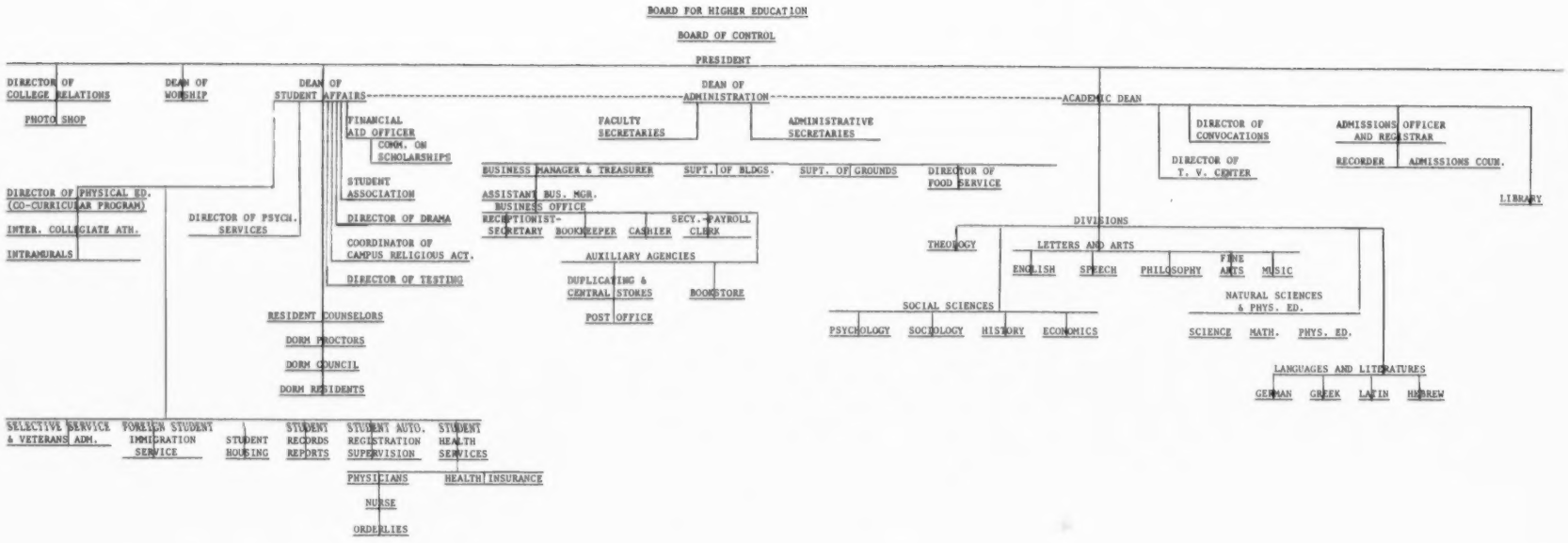
[1]In 1970-71 the clergy membership of the board included a district president (ex officio), the pastor of a large metropolitan (Chicago) congregation, a clergyman who directs the stewardship and promotion office of a synodical (Missouri) district, and the pastor of an urban (Evansville, Ind.) "town-gown" congregation. Professional distribution of lay members included industrial management, sales, education, law, accounting (controller) and construction (president). All of the lay members hold a bachelor's degree or higher and the clergy, of course, have a minimum of three years of professional (seminary) education. Geographical distribution of the board included the states of Missouri, Indiana, Illinois, Ohio, and Michigan.

[2]Prior to each meeting, board members take coffee in the faculty lounge with faculty members. At one of the four annual meetings the docket includes an open discussion with students representing the Student Association, followed by luncheon in the college dining room with a student host and five students joining each board member at his table.


BOARD FOR HIGHER EDUCATION
BOARD OF CONTROL
PRESIDENT
DIRECTOR OF COLLEGE RELATIONS
PHOTO SHOP
DEAN OF WORSHIP
DEAN OF STUDENT AFFAIRS
DEAN OF ADMINISTRATION
ACADEMIC DEAN
FINANCIAL AID OFFICER
COMM. ON SCHOLARSHIPS
STUDENT ASSOCIATION
DIRECTOR OF DRAMA
COORDINATOR OF CAMPUS RELIGIOUS ACT.
DIRECTOR OF TESTING
RESIDENT COUNSELORS
DORM PROCTORS
DORM COUNCIL
DORM RESIDENTS
FACULTY SECRETARIES
ADMINISTRATIVE SECRETARIES
BUSINESS MANAGER & TREASURER
SUPT. OF BLDGS.
SUPT. OF GROUNDS
DIRECTOR OF FOOD SERVICE
ASSISTANT BUS. MGR.
BUSINESS OFFICE
RECEPTIONIST-SECRETARY
BOOKKEEPER
CASHIER
SECY.-PAYROLL CLERK
AUXILIARY AGENCIES
DUPLICATING & CENTRAL STORES
BOOKSTORE
POST OFFICE
DIRECTOR OF CONVOCATIONS
DIRECTOR OF T. V. CENTER
ADMISSIONS OFFICER AND REGISTRAR
RECORDER
ADMISSIONS COUN.
LIBRARY
DIVISIONS
THEOLOGY
LETTERS AND ARTS
ENGLISH
SPEECH
PHILOSOPHY
FINE ARTS
MUSIC
SOCIAL SCIENCES
PSYCHOLOGY
SOCIOLOGY
HISTORY
ECONOMICS
NATURAL SCIENCES & PHYS. ED.
SCIENCE
MATH.
PHYS. ED.
LANGUAGES AND LITERATURES
GERMAN
GREEK
LATIN
HEBREW
DIRECTOR OF PHYSICAL ED. (CO-CURRICULAR PROGRAM)
INTER. COLLEGIATE ATH.
INTRAMURALS
DIRECTOR OF PSYCH. SERVICES
SELECTIVE SERVICE & VETERANS ADM.
FOREIGN STUDENT IMMIGRATION SERVICE
STUDENT HOUSING
STUDENT RECORDS REPORTS
STUDENT AUTO. REGISTRATION SUPERVISION
STUDENT HEALTH SERVICES
PHYSICIANS
NURSE
ORDERLIES
HEALTH INSURANCE

an exceptional interest. Requests for such appearances are made to the president, who is authorized to place on the board's docket any matters which should come to its attention. Requests of this nature are extremely rare, but no such request has been denied in the history of the college. A complete set of official minutes is available on campus.

Assessment

The functioning of the Board of Control has been effective over the 14 years of the college's operation. Although election of board members is conducted at the Synodical conventions, candidates for board membership are placed in nomination by a Nominations Committee which is aware of the qualifications required of members of the Board of Control. The board, moreover, is entitled to submit nominees to the Nominations Committee of the Synod and thus contributes a useful "input" in the development of a slate of qualified candidates; at the same time the recently adopted mandatory limit on terms of board member services precludes self-perpetuating board membership.

Another strength is that board members are not selected with regard to potential roles as donors or fund-raisers, since the Synod as a whole regards support of its institutions of higher learning as a primary Synodical obligation.

The Board of Control understands its basic function of policy maker and shows no disposition to operate as a board of "managers." Ultimate responsibility of the board for all aspects of college affairs and services is recognized and accepted, but the board delegates responsibility for formulating programs to the appropriate units and the administration of all college affairs to the president of the college, who is the executive officer of the board.

The board has evinced a steady and active interest in and understanding of the mission and program of the college.

B. Administrative Operation

1. The President's Office. The president is the spiritual, academic, and administrative head of the college, the executive officer of the Board of Control, and the college's official contact with the educational world, the church, and the community.

   The president's office is organized to discharge its responsibilities for the administrative, academic, student, and spiritual affairs of the college through delegation of authority and responsibility to four deans: administration, academic affairs, student affairs, and worship. In addition the director of college relations reports directly to the president. Appointments to these positions for four-year terms of office are made by the president with the concurrence of the Board of Control.

The basic administrative policy of the college provides for the appointment of administrators, directors, and coordinators of programs and services from the faculty roster; accordingly, all administrators except the president and the professional library staff carry a partial teaching load commensurate with the time available to them.

Communication with the major administrators is accomplished by personal conference and through a weekly luncheon of the Administrative Council, comprised of the administrators who report directly to the president.[3] In addition the president holds ex officio membership on all faculty committees and he presides at the meetings of the plenary faculty. These contacts facilitate the day to day operation of the college and provide structured opportunity for the discharge of the president's primary responsibility of keeping the objectives of the college clearly before faculty members and students.

Assessment

The strengths of the president's office as conceived and carried out are very real. The office of the president is conceived as one of educational and administrative leadership and the president is put into a position where it is possible to exercise such leadership. Since the bulk of the operating funds, and all capital funds, are supplied by the Synod, the president's office is not one mainly of fund-raising; this happy circumstance frees the president to give thought and attention to the quality of the educational program, to keep informed on educational developments in the private and public sectors, to give personal attention to staffing considerations in consultation with the academic dean, and to continuing evaluation for improving the college's services to students, community, and church.

2. Administration of Academic Affairs. Ongoing administration and supervision of faculty-adopted academic policies and programs are carried out by the academic dean, assisted by five division chairmen appointed by the president on the dean's recommendation, and by group-selected chairmen of teaching fields. The division chairmen and academic dean meet as a group twice a month to discuss academic affairs. Divisions meet at the call of their chairmen when there are divisional matters to deal with. Members of teaching areas ("departments") meet as business requires.

   a) Faculty Recruitment, Appointment, Advancement. The academic dean, division chairmen, and teaching area chairmen have an active role in the recruitment and appointment of new faculty

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[3]See pp. 44-45 below.

members. In matters of academic advancement the Faculty Advisory Committee on Academic Rank and Tenure is consulted.[4]

b) Student Admissions. Student recruitment and admissions are carried out through the office of the director of admissions who is assisted by an admissions counselor.[5]

c) Curriculum Development. General curriculum development is carried forward by the faculty through the Academic Policies Committee, for which the academic dean serves as staff officer.[6] All proposals and decisions on regular program structure and course offerings are made by the general faculty, upon recommendation of the Academic Policies Committee. Every new or revised course prospectus must be reviewed and recommended by the division and Academic Policies Committee and be given final approval by the faculty and Board of Control.

To stimulate thinking on matters of curriculum and instruction, the academic dean prepares a weekly in-house publication, Faculty Notes, which includes relevant items drawn from higher education news media.

d) Evaluation and Improvement of Instruction. Processes concerned with the evaluation and improvement of instruction are carried on by individual faculty members, teaching areas, division chairmen, and the academic dean.

Instructional units (teaching fields), which are small, benefit from considerable informal communication, interaction, and mutual stimulation.

Divisions meet to discuss and act on division matters and on suggestions of members of teaching fields which require review and recommendation to the Academic Policies Committee and general faculty.

Individual faculty members make use of instruction and course evaluation instruments (self-developed or commercially available) on a regular basis. The academic dean supplies a "course evaluation form" resource instrument.[7]

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[4]See Basic Institutional Data, Section I, p. 23.

[5]See Chapter IV, pp. 51-53.

[6]See Chapter IV, pp. 57-61.

[7]Sample appended to Basic Institutional Data, Section I, as an exhibit item.

The Senior Opinion Questionnaire includes a general section on evaluation of faculty: knowledge of subject matter, course organization and management, effectiveness of instruction, fairness of grading, rapport with students, Christian influence. Group median scores of the faculty as a whole are developed and individual instructor results are presented to each faculty member.

The academic dean visits classes periodically and shares with faculty members observations and suggestions.

Other methods and processes used to improve instruction include professional discussions at faculty seminars and retreat; college- or churchbody-financed study leaves and sabbatical leaves; generous provision for college support of the cost of individual faculty memberships in professional and learned societies, and college support of attendance by faculty members at national, regional, and local meetings of professional and learned societies. Funds underwriting memberships and attendance at professional meetings are administered by the academic dean.[8]

e) Development of Annual Course Offerings, Teaching Assignments, Student Programs, Class Schedules. Responsibility for determining annual course offerings and teaching assignments is shared by the academic dean, division chairmen, and chairmen of teaching areas. Course choice forms are submitted to students in the spring of each year for the following academic year. Students select area options, concentrations, and electives in consultation with their academic advisors. The academic dean's office tabulates course choice data and consults with chairmen of teaching areas and divisions concerning course offerings and instructor assignments for the following year. Individual student programs and class schedules for the following year are subsequently worked out by the student program supervisor, under guidance of the dean, in such a way that almost all students are assigned their first choices in all course selections, although they may not be able to choose precisely the terms in which these courses will be taken. When new and returning students arrive on campus at the beginning of each year, they are furnished with their personal academic programs and class schedules for use in the registration process. Each student is supplied with a personal copy of the Student Academic Guide and the academic program is personally interpreted for him by his academic advisor in special sessions during the orientation period.[9] Arrangements for the Interim Term follow

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[8]See Chapter VI, pp. 119-120 below for details.

[9]See Student Academic Guide, pp. 4-5, 9.

a similar procedure as for regular terms: planning course offerings and assigning students to them on the basis of their rank order preferences involve teaching areas, divisions, Academic Policies Committee, academic dean, and the corps of academic advisors.[10]

f) Library Administration. Administration of the library is the responsibility of the librarian and his professional staff, functioning under the academic dean.[11]

g) Registration, Reporting, and the Administration of Records. The registrar's office is responsible for evaluating and maintaining student transcripts, carrying out registration procedures for each term, issuing grade reports to students and their parents or guardians, and maintaining official academic records. The registrar also publishes grading summaries each term, by subject areas and divisions, and distributes them to all faculty members.

h) Institutional Research. Institutional research, as a staff service to faculty and administration, is carried out by the director of institutional research and, under his supervision, by other faculty members. The director of testing services also carries forward certain institutional testing and research projects, such as administration of credit and placement examinations, the Graduate and Undergraduate Record Examinations, and the Senior Opinion Questionnaire. Chief studies conducted by the office of institutional research in the past four years have been in relation to curriculum revision[12] and planning for future service of the college.[13]

i) Special Services. The academic dean serves as chairman of the Convocations Committee; the convocations program is administered by a director appointed by the president on recommendation of the dean. Other special academic programs offered include the summer session, continuing education of clergy, and an annual Visiting Fellow program.

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[10]See Interim Term Program (catalog), pp. 4-11.

[11]See Chapter II, pp. 16-20.

[12]Special studies and exhibits related to curriculum revision available on campus.

[13]See Chapter VII and special studies available on campus. Beginning in 1971-72, the functions of institutional research and testing services will be assigned to one position, Director of Institutional Studies, appointed by the president on recommendation of the academic dean. Responsibilities and operation of the Director of Institutional Studies are detailed in the Faculty Handbook, 2.125.

Assessment

Among the strengths to be noted are the academic program and curriculum developments leading to greater flexibility in learning processes, in electivity and individualization of learning, and in the capacity of the college to give careful personal attention to students in the various phases of their academic life. The service of academic advisors has been of value in providing ways of helping students understand the academic program but findings of a survey-questionnaire of student opinion concerning the academic advisor system reveals lower rating of service rendered by academic advisors than of the printed academic guidance materials made available to all students.[14] There is some indication that, even with personal advisement, quite a few students are using elective openings to augment depth rather than breadth; electives and concentrations in the behavioral sciences are enjoying considerable popularity while studies of foreign languages on an elective basis, beyond required courses and options, are less attractive to the current student generation. Student academic programing has been successful in placing students in appropriate groups in Greek language studies, in generally satisfying student preferences, and in carrying through their programs to meet all academic degree requirements.

Another development which thus far has had positive results is inauguration of two plans of study, one with Hebrew language studies and the other with Old Testament studies conducted in English; over 90% of the students now voluntarily choose the Hebrew language plan, though the significance of this voluntariness is tempered by the realization that Concordia Seminary, St. Louis, to which the majority of the college's graduates apply for admission, still requires facility in Hebrew as a prerequisite for the study of Old Testament exegetical courses.

Another strength has been the willingness of the faculty to create new forms of learning experiences in regular and mini-course offerings to meet the interests and needs of students whose major concern is for Christian ministry and responsible social service. Related to this is the faculty's regular practice of securing student evaluation of courses and instruction and their use of such feedback in seeking to improve course offerings and teaching practices.

One area of concern in recent years has been the burden placed on the academic dean's office in developing all student programs and class schedules. A faculty assistant has now been appointed as student program supervisor to assist in this time-consuming task. Another concern is the incidence of a number of small classes, a result in part of a reduced enrollment from 500 (with a faculty assembled for that size enrollment) to 400, and in part the result of the desire fully to utilize present faculty resources to meet student interests and needs. In this respect

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[14] Study available on campus.

the dilemma faced is whether to hold to a fixed minimum enrollment in all courses or to reduce faculty teaching loads or even to reduce faculty personnel.[15]

The lack of success in attracting many students to attend the summer session is another matter of concern. Pre-seminarians, it appears, simply must utilize the summer for gainful employment; consequently only a few courses have actually materialized each summer. On the other hand, the college has been successful in mounting useful and well-supported programs of in-service education for clergymen, particularly a Synodical pilot project in continuing education and renewal for pastors conducted on the college campus in 1970 and 1971. Further developments in such service hold considerable promise.

3. Student Personnel Administration. The college assumes that the total collegiate experience, outside as well as inside the classroom, can and should contribute to the development of the student as a person. Services to students, a wide range of student activities, and physical resources are designed to supplement and complement the academic program and to provide student life experiences which facilitate the student's personal and pre-professional growth.

   The college holds that the major responsibility for the student's growth rests with the student himself. An atmosphere of freedom in which the student may develop his own life-style, pursue his interests, and make significant decisions for himself within a community of peers is purposefully created. Along with this freedom he is kept aware of his responsibility for his decisions to himself and to others whom his decisions affect. Conditions are created and programs are developed which allow for maximum individuality, freedom, and responsibility and provide opportunity for personal development.[16]

   a) Personnel and Administration. The student personnel staff consists of the dean of student affairs and three resident counselors functioning under the dean's office, with assistance by such staff services personnel as the director of psychological services, college physician and nurse, director of physical education, directors of music and drama, financial aid officer, and faculty advisors to student committees and publications. Policy formation, review, and modifications in this area are carried forward by the Student Life Policies Committee which makes recommendations to the faculty.[17] All such policies appear in the Student Handbook.

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[15]On the matter of college size and class enrollments, see Chapter IV, p. 54 and pp. 97-98.

[16]See Student Handbook, pp. 1-3.

[17]See Chapter V regarding the Student Life Policies Committee and a review of all student activities.

The dean of student affairs functions primarily in five areas:

> Administration of college policies pertaining to the status and withdrawal of students (including student discipline, class absence, withdrawal or dismissal, review committee action, screening committee action, and transfer of students to a seminary of their choice).
>
> Administration of the policies of the college regarding dormitories, student life, and student activities.[18]
>
> Administration of specific services relating to loans, Selective Service, Veteran's Administration, foreign students, automobile regulations, and miscellaneous student problems.
>
> Supervision and coordination of the various services, programs, and activities in the co-curricular sector of student life, including orientation, advising the Student Association officers and the Student Senate, the counseling program, health services, and athletic, drama, music, and other student activities.
>
> Interpretation of student personnel programs to students and faculty, membership on three related faculty committees (Student Life Policies, Screening, and Review committees), and providing for the normal reports, records, and correspondence. A current file is kept on each student with biographical, academic, Selective Service, and observational data, as well as all communications with or about the student. Upon graduation or discontinuation the biographical data and a personal resume are filed in the recorder's office.

The resident counselor functions as an arm of the dean of student affairs' office in a well-defined counseling program.[19] The objectives of the resident counselor program are as follows:

> To help the student grow in Christian faith and life through Word and Sacrament.
>
> To assist the student to become as mature and developed an individual physically, mentally, and socially as his potential permits at this stage of his life.

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[18]See Student Handbook, pp. 7ff.

[19]The college's special counseling program is defined in the document, Objectives, Rationale, and Description of the Resident Counselor Functions at Concordia Senior College, available on campus.

To encourage the student to grow in the knowledge, skills, attitudes and understandings which form the basis for later professional training and work in the ministry.

All who assume responsibilities in student personnel services are free to exercise discretion within the framework of college purposes and policies. The dean receives reports from all who are involved in the counseling program, psychological and health services, athletic and drama and music programs, student government, financial aid, and the advisors of student committees and publications. These reports are reflected in the annual report of the dean to the president. The dean also attends the semi-monthly meetings of the Student Senate as a resource person and advisor.

b) Key Areas of Activity. The following four areas of activity are briefly analyzed because of their significance within the student personnel services or because of recent developments in these areas.

(1) Orientation. Since the college draws most of its students from the ten affiliated colleges, pre-orientation efforts begin while the student is still on the campus of the affiliated college. In former years the president, dean of student affairs, or one of the resident counselors visited all prospective students on each such campus. Literature and verbal information were provided and specific problems were discussed in group gatherings and in private interviews. In 1970 an admissions counselor was appointed to intensify this program.[20] Actual orientation processes on the Senior College campus, following up the pre-orientation activities carried out by the admissions counselor, include the following.

During the summer prior to registration at the college, appropriate informative literature is mailed to all prospective students from the Student Association president, the registrar and admissions officer, the college president, the academic dean, the dean of student affairs, and the business office.

Prior to the arrival of new students, the student officers, dormitory proctors, and chairmen of student committees meet for a two-day retreat with the resident counselors and dean of student affairs to prepare for their role in welcoming

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[20]See Chapter IV, pp. 51f.

and assisting members of the new class and to plan the program of student life and activities for the year. These student leaders also assist in the orientation program.

An informative and carefully designed orientation program involves all new students for several days prior to the beginning of classes. In this orientation program the philosophy and goals of the college are interpreted and the student is introduced to the personalities who provide the varied services of the college for his well-being, academic progress, and personal growth. The student is helped in adjusting to facilities, programs and procedures, placement tests are administered, registration procedures are completed, and in general opportunities are provided for the student to gain counseling, guidance, and information and to complete all preliminary matters so that he feels at home and begins his studies with understanding of programs, resources, facilities, and expectations. Students are asked to evaluate the orientation program annually and the results are used in planning the program for the subsequent year.

(2) Counseling. The structured counseling program is carried forward essentially as originated when the college was created.[21] Consistent effort is made to encourage all faculty members and administrative officers to regard each student as an individual, to counsel him accordingly, and to keep the door open for such interaction. The resident counselors, dean of student affairs, and the president of the college meet at weekly luncheons to discuss programs, concerns and problems. Periodically others, such as the director of psychological services, the dean of worship, the academic dean and registrar, and the dean of administration are invited to discuss questions of student services related to their respective areas. A yearly summary of the activities of the resident counselors is recorded in the annual report of the dean of student affairs.[22]

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[21]See Objectives, Rationale, and Description of Resident Counselor Functions at Concordia Senior College, available on campus.

[22]Available on campus as parts of the president's annual reports.

(3) Psychological and Testing Services.[23] Individual psychological and vocational testing, psychological evaluations, exploratory interviews, and in-depth counseling are offered by the director of psychological services, either by self-referral or upon referral by the dean of student affairs and/or the resident counselors. Full professional confidentiality is always maintained. Group therapy sessions are also arranged periodically. During 1970-71 one dormitory from each of the three villages engaged in group encounter sessions at a campsite, under the direction of the director of psychological services assisted by two trained staff members, and an expansion of this program is planned for 1971-72.

Under the director of testing services, academic, personality and vocational testing services are provided. Special testing includes administration of the College and University Environment Scale, Lutheran Youth Research attitude and value inventories, the Davis Reading Test, and the Standardized Bible Content Test.

(4) Probation, Transfer and Withdrawal. After each term, the Academic Review Committee consisting of the resident counselors, registrar, and dean of student affairs meets to consider all students whose GPA falls below 2.00 and to take appropriate action: placement on academic probation, removal from academic probation, advising discontinuation, discontinuation, or referral to resident counselor for counseling. The student who is requested to discontinue or is subject to disciplinary measures may appeal the decision to the president of the college and demand a re-opening and hearing of his case. The provisions for due process are described in the Student Handbook.

Faculty members are invited twice a year to submit evaluations of students to the Screening Committee, composed of the dean of student affairs, academic dean, registrar, and resident counselors. Students concerning whom questions are raised are referred to the resident counselor for interview and counseling. Requests by students for transfer to a Synodical seminary upon fulfillment of degree requirements are reviewed by the Screening Committee, with recommendation to the faculty regarding either recommendation

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[23]Health services are described in the college catalog, p. 30. The college also has a medically trained psychiatrist whose services are available on a consulting basis.

or non-recommendation. A student not recommended may appeal his case to the president for review. Ultimately all recommendations of transfer to affiliated institutions require the president's signature.

Students who withdraw are requested to sign a withdrawal form and submit in writing a statement of the reasons for their withdrawal. The dean of student affairs prepares a final report on each student who discontinues prior to graduation and deposits it in the file kept on each student.

Assessment

The counseling program, considered at the college's inception to be an innovative and experimental concept in the colleges and seminaries of the sponsoring church body, has served well. In 1966 the offices of the resident counselors were moved, with some apprehension, from the library to a suite of offices adjacent to the dean of student affairs office in the new (North) classroom building. This move had no noticeable damaging effects on the rapport counselors can establish with students. On the credit side this arrangement facilitates personal staff communication and record keeping. However the question of the best location of these offices needs continuing evaluation in the light of experience.

Another recent development is the freeing of counselors from many committee memberships and advisory responsibilities to student committees, as much as possible, enabling them to direct their attention to their primary tasks and to eliminate the stigma which students are prone to attach to administrative involvement. Social functions sponsored by counselors for their dormitories also were adjusted to the demands of the changing times and culture; by design, counselors have engaged more in informal contacts with students in dormitory rooms, lounges, snack bar, and the like, during recent years.

The awareness, versatility, and sensitivity of the resident counselors, and the flexibility of the structured program, are constantly challenged by changes in student culture and attitudes. Seemingly, the challenges have been met successfully. Constant review and evaluation need to go forward in order to improve the effectiveness of the counseling program. One indication of the college's response to change is the appointment in July, 1971, of a counselor to married students who live off-campus.

The strength of the college program of psychological services is the clinically trained and qualified director, who also holds the diploma of the American Board of Examiners in Professional Psychology. The relationship of psychological services to the office of the dean of student affairs and the resident counseling program involves matters of referral and confidentiality. These have always been satisfactorily dealt with in the past in the interest of the student and through mutual respect of

personnel services staff members. However, expenditure of effort toward a closer relationship of psychological services to the total program of student services, especially in the area of counseling, seems indicated.

In administering health services, the college has been fortunate through the years to have a physician and a nurse who combine professional competence with awareness of the purposes of the college and genuine interest in the individual student.

The intensification of recruitment and pre-orientation efforts on the campuses of affiliated colleges, which included appointment of an admissions counselor in 1970, has been a step forward not only in recruitment but in total student orientation to the college.

Several areas of concern or difficulty may be noted. First, a program which gives special attention to the recruitment and preparation of black students is being developed. The paucity of black students on the campus and the absence of a program geared to their needs and to the church's need for black ministers is a deficiency which is now engaging the college's efforts in searching for a solution. Another area of difficulty is developing and maintaining adequate interpretation and appreciation, among both faculty and students, of the objectives and activities of the resident counseling program. Related to this is the question whether the pastoral model should be followed in the counseling program or one with a more clinically-oriented psychological emphasis. This question is being raised with greater insistence, especially by those more sophisticated in the social and behavioral sciences. Students seem to prefer the "pastoral" model and yet there are some questions raised about it. This question too needs concentrated attention.

4. Non-academic Personnel and Business Affairs. In addition to supervising the operation and maintenance of the physical plant and grounds and overseeing all new construction, the dean of administration engages and supervises all non-academic personnel, supervises budget preparation, and coordinates all scheduling of campus facilities for college activities and for outside groups. The food service is managed by a contract firm, Szabo Food Service of Lyons, Illinois, which hires its own fulltime and student employees. The firm is responsible for its performance to the dean of administration. Detailed financial statements are filed on the food service operation.

   The business manager is responsible, through the dean of administration, for the administration of the finances of the college. He is the treasurer of the college, the financial aid officer, and the manager of various campus enterprises and services. Budget preparation and control are important responsibilities of this office.

   a) Budget Preparation and Control. In the development of budgets, instructional and operational units provide initial requests for each annual budget. These requests are

collected, collated, and coordinated by the business manager and presented to an administrative committee consisting of the president, the dean of administration, and the business manager. The committee reviews and recommends a budget to the Board of Control and the board, in turn, recommends the budget to the Board for Higher Education of the Synod for determination of the amount of annual operating subsidy which may be allocated. After a budget has been approved, the business office performs the function of budget control.

b) Business Operations and Services. The college business office collects and disburses all funds. These include the receipts of all auxiliary enterprises (dormitories, food service, student activities, college stores). It is also the central collection agency for Student Association fees and for income derived from student functions, such as dramatic, choral, and athletic events.

All employees who handle money for the college are bonded. The treasurer's office of the Synod provides the means and assumes the costs of proper bonding of such employees. Monies in possession of the college are insured against loss by theft or dishonesty on the part of employees or other persons. Valuable papers and documents are kept in a safe-deposit box in the bank where the college account is maintained.

(1) Collections. All groups and auxiliary enterprises receiving money for the college make daily deposits of their income with the college business office. The business offfice maintains a system of daily checks and balances of all funds in its custody and makes daily deposits of its cash receipts in the bank designated by the Board of Control as the official depository for the college (Lincoln National Bank and Trust Company, Fort Wayne).

Petty cash funds and cash receipts not yet deposited in the bank are kept in a fire-proof file cabinet in the business office. Inactive records are kept in a built-in vault in the administration building.

Detailed records of cash receipts are maintained by the business office. These records are subject to internal audit and to external audit by a firm of certified public accountants employed by the treasurer's office of the Synod. Regular reports of cash receipts are submitted by the business office to the dean of administration, to administrative officers, and to the Synodical treasurer.

(2) Disbursements. Expenditure of funds is made on the basis of requisitions and invoices approved by the individuals responsible for divisional and agency budgets and verified by the business officer designated to control budget expenditures. This system of budget control extends over wages and salaries, supplies, equipment and services as well as over the activities of auxiliary organizations mentioned above. The machine bookkeeping system provides for the production of detailed ledger records at the same time that it prepares individual checks. Amounts shown on checks are identical to amounts recorded in expense ledgers.

The business office prepares monthly analyses comparing disbursements with budget allotments for each function and division. Such reports are furnished to division chairmen, administrative officers, and the treasurer of Synod.

Matters concerning college tax liabilities and exemptions and tax payments are handled by the business office. The operation of the Concordia Retirement Plan, the Concordia Survivor Plan, and the Concordia Welfare Plan, the latter including major medical and life insurance, is handled by this office.

Assessment

A major strength in the conduct of business affairs is that the business officers are not only trained and experienced in business administration but also are academicians who fully understand the nature and operation of the college from the viewpoint of experienced college teachers and who view their role in business affairs as a service function. The chief officer has had extensive experience in college administration; the business manager is professionally trained and experienced in his area of responsibility, and the retention record of key employees in the business office is exceptional. Sound business practices are employed in all phases of operation, including careful internal and external audits. Administration of the extensive program of fringe benefits (the Concordia Plans) is thorough. Services to students are prompt and efficient.

5. Campus Worship.[24] The worship program of the college embodies that structure of activities organized and administered to assist the common worship life of the campus on all levels. These activities include daily corporate worship services in the college chapel, dormitory and village services, private devotions and private confession. A library of worship materials is maintained to serve the campus community.

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[24]Full analysis and assessment of the college worship life and program are given in Chapter VI.

The president of the college has primary responsibility for proper and effective ordering of worship life and the execution of college worhsip policy. The faculty, through a worship sub-committee of the Student Life Policies Committee, is responsible for establishing worship policy. Individual faculty members share in the conduct of various worship services. The spiritual life of students in great measure shapes the community worship life.

The specific administration of the worship program is delegated by the president to the dean of worship, who is assisted by resident counselors in coordinating and supervising student worship activity. The dean of worship guides the community to a clear understanding of its worship life and faithful participation in it. He is responsible for coordinating, administering, and developing whatever procedures, materials, property, programs and personnel may be necessary for effectively ordering campus worship life. It is the dean's responsibility to see that the worship policy is carried out and, by constant review and desirable revision, that it embodies meaningful principles of worship and guidelines for worship life.

6. College and Alumni Relations. The director of college relations is responsible for administering the program of that title and he also has the major role in the college alumni relations program.

a) College Relations. The department of college relations seeks to interpret the college and its operation to its clientele: members of the supporting church body, parents or guardians of students, prospective students, alumni, and the local community. Because the college is the national church body's single upper level ministerial college, the department emphasizes interpreting the college program chiefly to the church and its members.

Two activities with which a "public relations" department or development office are commonly associated are fund solicitation and student recruitment. Since the bulk of Concordia's operational funds are supplied by the Synod, the college relations department does not have fund solicitation as one of its assignments. Moreover, until recently the college did not have any appreciable student recruitment program in the conventional sense of seeking qualified applicants from non-Synodical schools and for that reason recruitment activities were not assigned to the department. During the past year an admissions counselor was appointed, under the admissions office, to carry out the college's recruitment activities.

In keeping with the student-centered philosophy of the college, the department is concerned especially with publicizing student activities: by actual count in 1969-70 a little over half of the year's news articles dealt with student activities. The most commonly

featured student activities in news releases were student body elections, Spire awards, and dean's list honors. Releases were made available to the Lutheran Witness district supplement of the student involved, to the student's hometown newspaper, in many cases to the local Lutheran newspaper, and to the Fort Wayne newspapers. The second focus is on college programs--curricular changes, the Interim Term, co-curricular activities, and Christian service projects. Other activities include publicizing faculty activities and to much less degree activities and actions of the Board of Control.

The department prepares newspaper, television, and radio releases. Contact is maintained with city editors and feature editors of local newspapers and with various church papers. Arrangements are made with news directors of local television stations for video tape coverage of campus events and for the appearance at local television studios of visiting speakers to make recorded interviews and of faculty members on local television programs.

Open lines of communication between the college and parents of students are maintained through publication of four issues of the Parents Bulletin each year: two issues are directed to parents of juniors and two to parents of seniors. Parents are also supplied with other publications of interest to them, such as the Campus Directory and A Guide to Concordia Senior College.

Other department activities include preparation of material describing the college; a "Report to the Districts" and display boards distributed at each of the biennial district and Synodical conventions of the church, and a filmstrip and tape which is distributed to congregational groups. The department provides guide service to the campus, organized by a student guide director; maintains a bulletin board of news clippings, and collects and preserves news stories and printed materials related to the college.

b) Alumni Relations. Since graduates of the college are also alumni of affiliated junior colleges and of a seminary of the Synod, the college does not solicit alumni funds or maintain an organized alumni association. Instead the college maintains contact by an Alumni Bulletin mailed to all former students whose current address is known. The files have the names and addresses of 2610 alumni. Eighty additional addresses are unknown at this time. A "Lost Alumni" column in the Bulletin has helped solve this minor problem. The Bulletin has a president's column, a section describing developments at the college, and an alumni news section which occupies about one half of the total space.

From time to time alumni are polled to determine their reactions to particular points of curricular or other changes. Alumni are invited to visit the campus and are welcomed when they do. In general, alumni relations are good. Alumni offer a source of reasonably critical evaluation of the college.

Assessment

The department of college relations enjoys considerable success in church and local news media coverage of college events and activities. Under the direction of a department head who is also a member of the teaching faculty, news releases and materials produced and disseminated accent the college's philosophy and the activities of students and faculty that are educationally significant.

With the movement of the college towards new forms of recruitment activity, an emerging area of concern is the working out of relations between the admissions counselor's office and the department of college relations, especially in the development of printed materials. Related concerns are how to make fuller use of college alumni in publicizing the college and recruiting students into ministerial education and how to coordinate the admissions counselor's recruitment efforts with those of affiliated institutions in the primary service area of the college.

A project on the department's agenda is working with the college director of the television center in preserving video tapes related to the college that appear on local television channels and in developing video tapes locally to provide an audio-visual record of college events and of its history as remembered and interpreted by faculty members who have been with the college since its inception.

7. Coordination and Communication in Central Administration. The Administrative Council is an advisory group to the college president. It is made up of those administrative officers who report to the president: the academic dean, the dean of student affairs, the dean of administration, the admissions officer, the director of college relations, and the dean of worship. In addition to weekly meetings, the council may meet at the call of the president.

   The specific charter of the council states that it has these purposes:

   To advise with the president on any administrative matters which he places before the council for discussion.

   To suggest matters in the individual areas of responsibility which, in the opinion of the officer involved, should have discussion by the Administrative Council.

To convey administrative information to this group on all matters in which the general welfare of the college may be involved.

The administrative organization is closely related to the college faculty. By virtue of their original appointments, all members of the administrative organization are members of the faculty. The faculty determines policies to guide the administrators involved. The administrators regularly report at general faculty meetings for the purpose of conveying information and providing opportunity for discussion of their activities.

Assessment

The strength of the administrative organization and its modes of communication and coordination is that all administrative officers understand and accept the philosophy of the college and work towards achievement of its purposes. Communication and coordination are facilitated by the close physical proximity of most administrator's offices and by virtually daily personal or telephone contact. Inter-office memoranda are used in all matters requiring formal statement, request, or record.

One "gray" area, which may be indigenous to all formally organized social institutions, is where there are parallel or closely related spheres of administrative responsibility. For example, when property is damaged by students and property controls or discipline must be imposed, both the dean of administration and the dean of student affairs seem to have some responsibility for dealing with certain aspects of the matter. The line of demarcation of responsibility is clear in itself: The dean of administration is responsible for college property and is empowered to collect damages for any misuse, breakage, or disappearance; if disciplinary measures are to be undertaken, the student must be dealt with directly by the dean of student affairs. In such cases the matter is resolved through consultation on the part of the administrators involved.

C. Faculty Organization

1. Faculty Membership. The faculty consists of the president, the administrative officers holding academic rank, and all regular members of the instructional staff holding academic appointment. Graduate assistants, special lecturers, and substitute instructors hold advisory membership on the faculty.

2. Responsibilities and Functions of the Faculty. The faculty have a major role in formulating and evaluating institutional objectives, programs and policies and in determining operating standards of the total college program. At all times the primary responsibility of the faculty is fostering personal and spiritual growth and life of students. There are three main areas of faculty responsibility:

a) Academic Affairs. In academic affairs the faculty determine the college's admissions policies, develop academic curricula to implement institutional purposes in accord with general guidelines furnished by the Synod's Board for Higher Education, adopt institutional policies recommended by faculty committees, and establish degree requirements to be recommended to the Board of Control.

b) Co-Curricular Affairs and Student Life. In co-curricular affairs and in matters pertaining to the student community, the faculty establish appropriate policies and guidelines.

c) Personal-Professional Affairs. In personal and professional affairs related to their responsibilities and roles as faculty members, instructors concern themselves with professional and personal growth, with matters pertaining to faculty welfare, and with regular review of the effectiveness of faculty organization and functions and of the total institutional program.

3. Faculty Organization. The faculty meet in plenary sessions at regular times (8 to 10 meetings per year) for the conducting of faculty business: receiving reports from faculty committees and administrative officers, considering proposals and recommended policy legislation, determining programs. The president is the presiding officer. The agenda for each meeting is prepared by the academic dean on the basis of items submitted by faculty committees, academic officers and individual faculty members. Every faculty member has full voice and vote; there is no faculty senate. Meetings are conducted in accordance with Robert's Rules of Order.

In addition to regular faculty meetings, there is an annual two- or three-day pre-school faculty retreat or conference.[25]

Detailed planning, evaluation, and policy or program recommendations to the faculty are carried on by faculty committees. All faculty committees are composed of members elected by the faculty, in the case of faculty representatives, and by the Student Senate in the case of student representatives. Certain committees also have ex officio members. There are three basic types of committees:[26]

a) Major standing committees--the Academic Policies Committee and the Student Life Policies Committee.

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[25]Description of faculty professional study through seminars and colloquia is furnished in Chapter VI, p. 121.

[26]Complete list of committees, memberships, and duties is supplied in Basic Institutional Data, Section I, pp. 6-12

b) Other regular committees--Nominations; Faculty Program; Honors, Degrees, and Graduation; Faculty Welfare; Advisory Committee on Academic Rank and Tenure; Scholarships; Future Planning.

c) Ad hoc committees--elected or appointed from time to time to address particular problems that are not within the purview of major or regular committees; these special committees are dismissed when the task assigned has been completed.

In addition there are a number of service and administrative committees which, although not elected by the faculty, perform functions in behalf of the faculty and college. These committees regularly report to the faculty in plenary session or through publication of their minutes in the Faculty Journal. Among these are the Admissions Committee, the Academic Review Committee, the Screening Committee, and the Convocations Committee.[27]

Assessment

Among the strengths of the faculty organization and function is the provision for full faculty participation in policy development, policy adoption, and decision making. This is accomplished through the regular faculty meetings for which all committees and individual faculty members may submit agenda items. The fact that there is no faculty senate and no distinction between senior and junior faculty members is another source of strength.

Faculty organization and function through committees also may be noted as a strength. The arrangement of two major standing committees, with both faculty and student members, for all academic and student affairs, and seven regular committees for specific purposes designated by their titles, provides for wide participation and effective discharge of the faculty's responsibilities.

Broad partcipatory forms of policy formation and decision making also generate some difficulties: some slowness in developing, recommending, and adopting policies and coming to decisions. Occasionally there is loss of the distinction between policy-formation and the administration or execution of adopted policies. And there are instances where confusion arises as to the locus of responsibility: for example, the question whether the Board of Control or the Faculty Welfare Committee has primary decision-making responsibility in the matter of faculty housing.

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[27]Activities and functions of these committees are treated in the Basic Institutional Data, Section I, pp. 6-12.

D. Student Organization and Government

1. Organization. Every person registered as a student at the college is a member of the Student Association. Legislative power of the association is vested in the Student Senate composed of elected officers, elected permanent committee chairmen, and proctors and assistant proctors of the dormitory units. Executive power is vested in the elected officers and permanent committee chairmen. Policies and programs of the Student Senate are channeled through the dormitory councils. The dean of student affairs is an ex officio member of the Student Senate and of its permanent committees.

   Each dormitory, housing 34 students, is a self-governing unit, headed by a proctor elected by members of the Student Association, assisted by members of the dormitory council. Each dormitory council is composed of the proctor, junior (assistant) proctor, athletic chairman, religious life chairman, social concerns chairman, and social-cultural chairman. The "dorm council" develops the group's programs and activities, concerns itself with student life and conduct, and implements programs and policies adopted by the Student Senate.

2. Activities and Functions. Student government plans and administers student activities and programs and considers all matters directly affecting the well-being of students. It provides opportunity for developing student leadership and ways of representing the Student Association on faculty committees, to the student community at large, and in community services. With six student leaders in each dormitory, plus elected officers and committee chairmen and members of the Student Association and student editors of campus publications, about one-fourth of the students (over 100) are in some kind of leadership position in student affairs and bear specific responsibilities for student activities and life.

3. Communication of Student Opinion. There are various channels by which students may communicate their opinions--some formal, some informal.

   a) Formal Channels of Communication. Formal channels of communication and expression of student opinion include open meetings with students conducted by the president of the college at least once each term for the purpose of exchanging ideas; expression of ideas through the student publications, Triangle and Spire, whose editors and business officers are selected by a Student Senate; use of an "opinion board" for discussion of campus issues and concerns--always a lively activity; a Student Food Committee which advises food services personnel and is a channel for student suggestions and complaints; voting and advisory membership on standing faculty committees and on special faculty committees with broad institutional responsibilities (such as the curriculum revision study groups of

1966-68 and the present Future Planning Committee); attendance of student representatives at certain meetings of the general faculty and of the Board of Control, and open and anonymous evaluation and feedback by seniors of their college experiences on the Senior Opinion Questionnaire.

b) Informal Lines of Communication. Informal lines of communication include regular contacts by students with their resident counselors, the dean of student affairs, faculty advisors to student committees, academic advisors, and instructors (in their offices, the Snack Bar, and in instructors' homes). In addition, faculty members are invited to associate with dorms and engage in open discussion with students on any matter of interest or concern; these associations sometimes are carried forward on a continuing basis through identification of instructors with particular dormitories, and at other times such interaction is carried forward as dormitories invite various faculty members and their wives to attend dorm socials and evening devotions.

The college is attentive to and solicits student opinion in many ways. The doors of faculty members' and administrators' offices are open to the individual student as well as to representatives of the Student Association. A spirit of free and open discussion exists between students and faculty.

4. Participation in College Decision Making. Students participate freely in the preliminary stages of institutional change, such as curriculum revision and future planning, and in discussion of specific concerns. Through survey questionnaires circulated among graduates, prior student generations also provide an "in-put" into decisions made by the college. Student membership with voting power on standing faculty committees provides opportunity for direct participation in policy formation and decision making and, since student members on such committees are appointed by the Student Senate and regularly report to and discuss with the Senate issues which are of primary concern, student government itself has a voice in such college matters.

Assessment

The freedom and responsibility of the student to act, within broad college and student government policies and guidelines, is a point of strength. The many formal and informal means by which students may express opinions and the degree of student participation in policy formation and decision making, both in student affairs and, through membership on faculty committees, in affairs of the college, are other points of strength. The broad level of student participation in leadership roles and in the dormitory plan of student self-direction in group activities also is a point of strength.

One area of concern in recent years has been the procedure used in electing dormitory proctors. Each dormitory has elected its proctor from among its own student members. It may happen that one dormitory has three or four students who are eminently qualified to serve as proctors, but only one can be elected; on the other hand, another dormitory may not have a single candidate of similarly high qualifications, but nevertheless one student member of that dormitory will be elected to a proctorship. To overcome this situation, the procedure now used calls for proctor candidates to be elected by each village (dormitory cluster) rather than by single dormitories.

Another area of concern is that the dormitory, since it is the unit of so much of student life and activity, may become socially isolated from other dormitories and thereby diminish campus-wide communication, exchange and involvement. The task of creating internally strong, cohesive dormitory units which at the same time are not turned in upon themselves but are involved in inter-dormitory and total campus affairs remains a continuing challenge.

IV. The Academic Program

A. Student Recruitment, Admissions Counseling, and Advance Services

1. Student Recruitment. Prior to 1969, the assumption that student recruitment efforts could be kept to a minimum because of the close association with affiliated colleges in the church's educational system was justified by the steadily growing number of new full-time students transferring from these colleges (see column A of Table I). From 1962 to 1968 these limited recruitment efforts were conducted by the dean of student affairs who arranged for annual visits to the affiliated colleges by resident counselors and others to meet with sophomore ministerial students planning to transfer to C.S.C. These "pre-orientation" visits acquainted the prospective students with the life-style of the college and its underlying philosophy, gave opportunity for the answering of specific questions, and offered admissions counseling to students with academic or other problems.

   During this same period (1962-1968) an average of eight students per year were admitted from non-affiliated colleges. Contacts were self-initiated by correspondence, and admissions counseling was provided by the admissions officer. In most instances these applicants were interviewed personally by the Admissions Committee or one of its members.

   A trend, noticeable in 1968 (see column A of Table I), indicated that for a variety of reasons including the accreditation of Concordia Seminary, Springfield, the opening of other options as alternate routes to both seminaries, and the increased independence of students in the selection of these options, the earlier assumption that students would automatically look to C.S.C. for the upper level work toward their undergraduate degree was no longer valid and that a more active recruiting role needed to be initiated. In July, 1970, a new office, that of admissions counselor, was established on an experimental basis, with the two-year appointment of a faculty member who teaches part time.

   In its first year this office operated with one student assistant. Two recruitment pamphlets were published. A monthly newsletter, The Fortliner, was produced and sent to all sophomore ministerial prospects at affiliated and non-affiliated colleges. At least one annual two-day visit was made by the admissions counselor to each affiliated college in order to recruit students. These visits included speaking in chapel, addressing groups of prospects, and meeting with them individually. Administrators and counselors also were consulted and the transfer procedures and college policies

interpreted to them. A recruitment weekend for prospective transfers was conducted on this campus and is planned as an annual procedure. A student recruitment group also has been organized and makes the desirable student-to-student contact by means of visits, letters, informal brochures and minor entertaining.

Efforts have also been made to bring to the campus groups of Lutheran campus pastors from public and private colleges in order to explain the college's philosophy, admission procedures, and curriculum, and in order to enlist their assistance in identifying prospective applicants. The admissions counselor follows up with letters to prospective students and special trips to their campuses to make personal contacts.

2. Admissions Procedures. For applicants from non-affiliated colleges, after initial contact has been made by the admissions counselor or by the admissions officer, an evaluation of the prospect's college record is made and he is informed of the length of the projected program necessary to obtain the B.A. degree. He is furnished the standard admission materials (catalog, application, physical examination forms, Declaration of Intent form). The procedure from then on is routine correspondence and acknowledgements.

   For prospects from affiliated colleges the applicants' lower level programs in most cases adequately meet the admission requirements and no such evaluations are needed except in special cases. Admission materials are provided these prospects either by direct personal mail or by mass mailing to local counselors or deans who distribute them. In some cases these are delivered in person or to the applicants at the time of the recruitment visit on the affiliated college campus. The preferences of the local college administration are followed in the variations of procedure. At Easter time when the new edition of the college catalog is available, a copy is mailed to all prospects and applicants.

   Until 1967 the approach to the majority of prospective applicants was made in the spring. Since that time, the materials have been provided late in the preceding fall. Some applications are now filed considerably earlier than in previous years, but a large percentage still arrive during the weeks immediately preceding the July 1 deadline. The applicant is accepted as soon as the required documents are in.

   There has been an increasing resistance to the furnishing of the medical and dental reports. Appointments for examinations are difficult to arrange and the expense involved has also been criticized. In response to this, the registrar requested a thorough review of the necessity of these reports by the dean of student affairs. The reply, supported by the college physician and nurse, was that these reports were most useful and should continue to be required. This will be done for at least the next few years.

Two significant admission policy changes were effected in 1970. Married students are admitted, and students may marry and continue their work. In this same year the first full-time female student was admitted.

3. Student Retention. A survey was made of the number of students admitted during the period from 1961-62 through 1969-70, the number and percentage earning the B.A. degree, the total number and percentage of graduates admitted to the church's two theological seminaries, and the number serving in the ministry from the graduating classes of the years 1963 through 1966. The results of this survey are summarized in Table I.

TABLE I

New Full-Time Students Admitted		Number of A Earning Degree	% of A Earning Degree	Total Number of Graduates Admitted to Church's Seminaries				% of Grads. Admitted to Seminaries	Number of B in Ministry
Acad.Yr.	A	B		Acad.Yr.	Total	St.Louis	Spring-field		
1961-62	203	174	85.7	1963-64	165	152	13	95	139
1962-63	236	211	89.4	1964-65	205	190	15	97	175
1963-64	247	213	86.2	1965-66	198	172	26	93	162
1964-65	227	190	83.7	1966-67	182	161	21	96	113
1965-66	244	207	84.9	1967-68	183	170	13	88	
1966-67	265	203	76.6	1968-69	188	178	10	93	
1967-68	269	224	83.2	1969-70	203	185	18	91	
1968-69	228	154	67.5	1970-71	152	140	12	98	
1969-70	221	189*	85.5*						

*Includes a few students who are expected to complete work prior to September 15, 1971.

Table I shows that of the 1919 students admitted between September 1961 and May, 1969, 1576 or 82.1% earned the baccalaureate degree. Only in two years did the average drop considerably below this. The low 1968-69 average (67.5) will no doubt be raised slightly in the next few years. Over ninety-three per cent (93.6) of these 1576 graduates were admitted to the church's seminaries, the large majority to Concordia Seminary, St. Louis. The last column in Table I shows that of the 788 graduates between 1963 and 1966, 589 or 74.7% are in active service in the various ministries of the church, the large majority in the traditional parish ministry.

Table II shows the incidence and type of withdrawals from the college for the period 1961-1970.

TABLE II

Incidence and Type of Withdrawals
Concordia Senior College, 1961-1970

Acad.Year Plus Following Summer	Total Enroll-ment	Total With-drawals	Reasons for Withdrawal						
			Personal	Voca-tional	Mar-riage	Academic	Emotional and Physical	Finan-cial	Other
1961-1962	371	29	0	21	0	6	2	0	0
1962-1963	428	22	0	12	2	6	2	0	0
1963-1964	474	40	5	18	4	10	0	1	0
1964-1965	459	26	3	12	2	6	3	0	0
1965-1966	464	40	1	13	4	15	4	0	3
1966-1967	503	63	3	23	2	28	4	2	1
1967-1968	514	52	2	20	3	26	0	0	1
1968-1969	492	69	19	14	7	28	0	0	1
1969-1970	431	46	9	17	4	15	0	0	1
Total	4136	387	42	150	28	140	15	3	9

During the period (September, 1961--September, 1970) 2140 full-time students were admitted. The percentage of full-time students admitted who discontinued for all reasons was 18% (total number: 387). The percentage loss per academic year is 9% of the total student body. Seventy-five per cent of those discontinuing (total number: 290) did so because of change of vocational intent (39%) or for reasons of academic failure or difficulty (36%). The next most important reason for withdrawal was "personal" (10%). These totaled 42 in number.

During this period 6.5% of the students admitted discontinued for the reason of academic difficulty or failure. An additional 7.5% discontinued because of a change in vocational intent.

In 1970-71 the total gross losses after Fall Term registration were 35 out of 428, or 8.2%. This does not include any students who may discontinue during the summer of 1971.

TABLE III

Percentage of Concordia Senior College Graduates Earning B.D. Degrees from Concordia Seminary, St. Louis, 1959-1966

A Graduating Class from C.S.C. Year	B Number	C Number Granted B.D. Concordia Seminary, St. Louis Year	D	% C is of B
1959	163	137	1962-63	84.1
1960	156	125	1964	80.1
1961	159	143	1965	89.9
1962	147	106	1966	72.1
1963	181	100	1967	55.2
1964	214	158	1968	73.8
1965	211	139	1969	65.9
1966	186	117	1970	62.9
Total	1417	1025		72.3

Table III shows the percentage of the college's graduates earning the B.D. degree from Concordia Seminary, St. Louis, for the period 1959 through 1966.

Assessment

The college has responded cautiously but positively to the changing attitudes and demands of its clientele by initiating a modest program of active student recruitment, admissions counseling, and a variety of advance services. A shift in the philosophy of taking the qualified prospect from the affiliated college for granted to an active wooing of these prospects has occurred. The lessons learned in the first year of operation will no doubt lead to refinements and improvements in this area. The impact of the married student population needs more time for evaluation.

Student retention and success seems satisfactory. An 82 percentage of completion of the program by all students admitted appears reasonable. Problems here which will not be of quick solution are the approximate 13% who discontinue for vocational reasons. The percentage of academic failures (6.5%) seems more or less inevitable in a "system" approach.

The persistence in pursuing the stated vocational goal of theological study is indicated by the high percentage (93.6%) of graduates registering at one of the church's seminaries. The record of those attaining the B.D. degree (72.3%) is also satisfactory. Actually, when data from the Springfield seminary are available, this record should be improved. Though data on placement into ministries of the church is limited to four years, the number of those entering service compared to the number of seminary graduates (78%) appears commendable although a reference frame for judgment is lacking or unknown. Many placements are delayed, and meaningful figures should probably extend over a greater period of time.

B. Student Academic Advisement

During the years 1957-69 student academic advisement was carried on by the academic dean's office, assisted by the resident counselors and, in the student's senior year, the chairman of the academic field in which the student elected to concentrate. This arrangement functioned satisfactorily since the student's program was in great measure composed of prescribed courses.

Beginning in 1969, with sharp reduction in specifically required courses, considerable increase in the use of area options, introduction of Interim Term and regular term elective offerings applicable to degree requirements, and (in 1970) a choice of two program variants (one with Hebrew language studies, the other with Biblical Culture studies in the English language), a new system of academic advisement was developed. Members of the junior class in each dormitory were assigned an academic advisor from among faculty members who volunteered to serve in this capacity--a total of 13 advisors for the 13 dormitories in use. Each advisor thus had responsibility for about 15 advisees. These academic advisors (1) interpreted the entire academic program to their advisees during the orientation days, and (2) assisted their advisees in selection of options, concentration, and electives for the senior year. Chairmen of the academic fields in which seniors take their concentration have continued to serve as academic advisors to them, as in former years.[1]

Assessment

Interpretation to entering students of the total academic program has been only moderately effective.[2] The entire corps of faculty advisors have served students with reasonable effectiveness in making Interim Term selections and, assisted by the resident counselors, in making informed judgments when assigning students in their second or third choice offering if their first choice offering was initially oversubscribed. In 1969-70

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[1]For further details on academic advisement, see Student Academic Guide, pp. 9-10 and passim.

[2]For student evaluation, see Chapter III, p. 32.

the juniors were quite effectively guided in choosing senior year courses for their elective openings to augment breadth; few students chose to "load up" by utilizing all or most elective openings for courses in one field only. In 1970-71 juniors were in many cases more insistent in selecting senior electives in fewer fields, usually choosing additional courses in their field of concentration or in adjacent academic fields; in some of these instances students wanted to develop something comparable to a "standard major" in a field, but in other cases they chose elective work chiefly in fields which they deem "relevant" and "meaningful" for the future minister--that is, behavioral sciences and theology courses. This shift in the choice of electives in fewer fields rather than for gaining broader experience in a number of fields has been a matter of concern to some faculty members and was brought to the attention of the Academic Policies Committee by the Division of Languages and Literatures.

It was resolved to monitor this situation carefully and, for the present, to continue to rely on thorough individual guidance by academic advisors rather than resorting to such artificial measures as requiring students to use no more than a specified number of elective openings in one field. With virtually all lower division studies being in required courses, and with only six out of twenty-six upper level courses being genuinely "free" electives for students, it was judged unwise to overreact to the patterns of elective choices made by students during a single academic year.

C. Curriculum: General Description

1. From 1955 to 1966. When the original curriculum structure and academic program of Concordia Senior College was developed in 1955, it was assumed that the course of studies would be organized on a semester basis with a student load of five courses in each semester. At about this time Concordia Seminary, St. Louis, with which the college was to be articulated, undertook an extensive revision of its educational program, in the course of which the traditional two semester pattern was changed to one of three quarters. It was therefore decided that the college also be organized on the quarter plan; however the student load was to remain five 3-hour courses in each term.

   From 1957 to 1965 the curriculum remained almost completely stable in its organization, structure, and core components, with minor additions, deletions, and alterations in concentration courses only (and in 2-quarter-hour enrichment electives which were available to students in addition to their basic five courses per term).

   During the next two years, following study by a committee appointed by the Academic Policies Committee, modifications were made in the theology curriculum and course offerings, and two other changes were made in German/Latin requirements and in English (writing) courses.

While the overall structure and substance of the core components of the college curriculum remained in great measure stable over the first eleven years of its operation, the need for probing examination of the curriculum became more apparent as the years passed. The high degree of specificity in the number of upper level required courses (20 courses specifically required by number and title out of 30 courses), the limited nature of options, and the specificity of concentration courses available to the student once he had chosen a particular concentration sequence (three courses in the senior year in one academic field, building on prior studies)--all these factors prompted the faculty to engage in further curriculum review. In addition, the fact that there were virtually no elective openings throughout the entire four-year undergraduate program where credit earned might be applied to degree requirements--two-hour electives were available "on top" of the standard five-course load--and the increasing expression by students and faculty of a desire for greater flexibility in the academic programs and for providing curricular means whereby the student might be given greater responsibility for his own education, suggested the need of a thorough curriculum study and possible modificication.

2. From 1966 to Date.[3] Factors enumerated above were among those that led in September, 1966, to the development by the academic dean of an exploratory study of a four-course curriculum which was studied by the Academic Policies Committee throughout the fall. In light of suggestions made a second exploratory study was prepared in February, 1967; this study was systematically analyzed by divisions and teaching fields in consultation with the Academic Policies Committee. A four-course structure, it had as its overall aim implementing to a greater degree than previously had been possible the principle that the student should be made increasingly responsible for his education and be given a greater measure of freedom to exercise initiative and choice within the framework of the college's pre-ministerial liberal arts purposes. In the study of this second proposal student representatives participated in meetings of the Academic Policies Committee.

   On April 10, 1967, the faculty approved the general direction of the study and resolved to share the Four-Course Curriculum--A Second Exploratory Study with the Board for Higher Education and with the faculty of Concordia Seminary, St. Louis, in order to elicit comments. The comments of the Board for Higher Education, through its Curriculum Commission, were favorable so far as the general structure and content were concerned; both the board and the seminary faculty pointed to the need to keep the specifically pre-theological purposes of the program intact and to continue sharing ideas before final action would be taken.

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[3] A complete set of all materials and studies of the curriculum project is available on campus. A summary of all department self-study activities is included in the full Self-Study Report, also available on campus.

In November, 1967, the chairman of the Academic Policies Committee appointed a task force to consider ways and means of pursuing the matter of curriculum development and modification. It was believed that a broader and still deeper study of principles and practices of curriculum development might be pursued going beyond questions of program structure.

In January, 1968, the faculty upon recommendation of the Academic Policies Committee adopted a procedure and schedule of in-depth curriculum development which involved all faculty members and student representatives in study groups.[4] The procedure called for extensive probing of literature dealing with higher education curriculum development.[5] Each of the six study groups, consisting of members from five or six different academic areas and a student, sought to establish criteria for evaluating the current curriculum and the development of a new one.

To relate the study to current developments in theological education, Dr. Jesse H. Ziegler, executive director of The American Association of Theological Schools, spent a day on the campus consulting with individual faculty members and with the faculty in plenary session. To facilitate interaction and exchange with faculties of sister Synodical institutions involved in ministerial education, representatives of two regional junior colleges (in Wisconsin and Michigan), of Concordia Seminary, St. Louis, and of the Board for Higher Education Curriculum Commission visited the campus for several days and met with various curriculum study groups.

The program of intensive group studies begun in January culminated in May, 1968, when the faculty convened in special session to receive reports of the six faculty-student curriculum study groups. Materials and recommendations developed by these groups were made the basis of planning and development carried forward during the summer months by a faculty committee. The report developed by this committee, Curriculum Proposals: Report to Faculty (August 15, 1968) dealt with such topics as institutional identity and purpose, educational goals and objectives in an eight-year (junior college-senior college-seminary) integrated program of ministerial education, educational values that serve as criteria in the selection and organization of curriculum content and of teaching-learning processes and strategies, and three alterative curriculum proposals that seek

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[4]See Curriculum Modification Proposals, Appendix A (August 15, 1968), available on campus as separate study document.

[5]A selected bibliography was developed; two dozen major journal articles of recent date were photocopied and circulated among faculty study groups; the academic dean prepared an extensive summary of literature on current curriculum thought, Bases for Curriculum Policy Decision, distributed to all faculty members; two major works were purchased in sufficient quantity for use by six faculty study groups: Samuel Baskin, ed., Higher Education: Some Newer Developments (1965), and Daniel Bell, Reforming of General Education (1966).

to reflect such purposes, objectives, and values.[6] This report was the major study at the faculty pre-school conference, August 29-31, 1968. On the basis of faculty response, the faculty committee developed a Supplemental Report which attempted to incorporate ideas and suggestions expressed by faculty members to improve the proposals.[7] During the month of September, 1968, the faculty conducted two extended meetings dealing with the initial and supplemental reports and the entire project was turned over to the Academic Policies Committee. This committee, which also had the benefit of counsel by Dr. Paul L. Dressel, consultant to the Synod's Board for Higher Education, devoted a number of extended meetings to the proposals and adopted a series of recommendations which were studied by the full faculty on October 9 and 14 and were adopted as formal resolutions. One of the key resolutions was the recommendation to introduce an Interim Term. These resolutions and curriculum modification proposals, in turn, were formally adopted by the college Board of Control on October 18, 1968.[8] The educational purposes, learning experiences, and teaching-learning processes which the new curriculum is designed to implement are outlined in the official version of the new academic program, Proposed Curricular Modifications for the Upper Division of the Synodical Program of Undergraduate Ministerial Preparation at Concordia Senior College (December 16, 1968), pages I-6ff.[9]

Reduced to essentials, the revised academic program is directed to the attainment of the educational purposes stated above (Chapter I, pp. 2-3) and is predicated on the interpretation of the academic "curriculum" (program structure, courses, learning strategies) described in Chapter I, page 4 above. These purposes and views of academic program and learning processes should be understood as providing the foundation for the reports (to follow) of the several divisions and teaching fields. For the sake of economy, they will not be restated in each such report.

Assessment

A number of evaluation studies have been made of the new academic program. For example, each faculty member has his students evaluate the courses offered and teaching-learning procedures.[10] In both 1969-70 and 1970-71 systematic evaluations of the Interim Term programs by students and faculty have been conducted; on the 19 items of the evaluation instrument, the median rating was about 2.00 (where the highest possible rating

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[6]This report is available on campus as a separate exhibit.

[7]Available on campus as a separate exhibit.

[8]Final decision on the type and scope of studies in the natural sciences at the upper level was made by the faculty on November 13, 1968.

[9]Available on campus.

[10]Available on campus in the full Self-Study Report.

is 1.00 and the lowest possible rating is 7.00), indicating generally very high satisfaction with the Interim Term concept and offerings.[11] The Academic Policies Committee has assigned a sub-committee the responsibility of evaluating the new program in terms of its academic contributions.

The college curriculum is regarded as flexible and is always undergoing a certain amount of development. Students are now able to participate in a wide range of educational and learning experiences: honors work, independent study of various kinds, team-taught interdisciplinary courses, enrichment mini-studies (individual and group independent study), interim terms. A considerable number of students has taken advantage of their freedom to learn under a variety of learning opportunities.[12]

The future seems to hold promise of even greater curricular variety and flexibility. In the ongoing discussion and study of institutional development and academic programs, certain questions recur: Will the trend toward the social and behavioral sciences continue? What about the purposes and programs of foreign language study? Will an emphasis on the "classical" approach be retained? Perhaps of even greater curricular significance will be answers given to questions about the very purpose and task of the college: Will the purposes of the college be changed in accord with expanded concepts of "ministry" today? Will academic programs be broadened to serve a greater variety of church vocations and general students? Will some form of coeducation come into being? The faculty believe that if the college is to fulfill its task, it must change with the times, taking account of student needs and interests while remaining constant to its central mission and retaining a sound, basic liberal arts program with a pre-ministerial emphasis.

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[11]Complete data summary available on campus as part of academic institutional studies.

[12]See Chapter IV, pp. 99-100.

D. Division and Department Analyses

The Division of Theology

1. Profile of the Division Members. The division is staffed by two fulltime members and three who hold administrative positions, namely, admissions counselor, resident counselor, and dean of student affairs. In addition, a number of courses in the theology division are currently offered by five instructors from other divisions.[13] All instructors from within the theology division and from other divisions hold the professional bachelor of divinity degree and all have done advanced studies beyond a master's degree (three have the earned doctorate). The full- and part-time members of the division bring to their task advanced studies at a variety of graduate and professional schools.[14]

2. Theology Curriculum. Course offerings in theology for the junior and senior years build upon the academic background in Old Testament, New Testament, and systematic religious studies and the experiences students bring with them from the ten affiliated colleges. To meet student interests and needs, the Senior College curriculum offers a choice of two courses from among four area options as the theology core for the upper division. Additional theology courses may be taken as electives.[15] A concentration is offered treating classical and modern theology and current models in religious thought; the concentration program requires an in-depth research paper, developed over the entire academic year under the supervision of a division faculty member. Independent study and honors work in theology also

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[13]Of the five instructors from other divisions, two have specialties in Semitic and Old Testament languages and thought, one is a professor of humanities, one is a specialist in music and liturgy, and one is a specialist in Greek language and literature.

[14]Advanced studies of members of the Theology Division were taken at Hartford Seminary, University of Edinburgh (Scotland), Union Theological Seminary, The Lutheran School of Theology at Chicago, Concordia Seminary (St. Louis), Washington University (St. Louis), and Indiana University. Represented in the advanced studies of instructors from other divisions are Princeton Theological Seminary, Eastman School of Music, University of Chicago, University of Munich, University of Colorado, University of Denver, Harvard Divinity School, University of Michigan, University of Wisconsin, and Lutherische Theologische Hochschule (Germany).

[15]The division also offers lower level service courses--History and Literature of the Old Testament I and II and History and Literature of the New Testament--for the student who has not earned credits in these studies at the affiliated junior colleges or elsewhere prior to admission.

are available to qualified students who present an acceptable plan. Courses which offer more unusual experience than regular term offerings are available during the Interim Term.

Assessment

Recent Changes and Areas of Strength.

1. The theology division seeks to capitalize on the religious interest which is brewing among students, to capture the relationship between theology and the liberal arts and to approach the liberal arts as an ally of theology, and to help the students to think theologically and to appreciate what "doing theology" is all about for their own lives and for the life of the church.

2. The general orientation in theology courses and instruction also has shifted from the devotional-homiletical approach to that of a more demanding discipline which requires academic and Christian concern. This change is reflected in the literature read and in course structure and requirements.

3. Instead of specifically required courses, the approach now used is one of area options and greater electivity; this change has had salutary effect on student attitudes toward the discipline and toward specific courses. Greater student responsibility and freedom of electivity provided since 1969 actually allows interested students to take more theology studies than was formerly possible with a highly prescribed total college curriculum.

4. While experience with independent study procedures and honors options is still limited, results seem favorable.

5. A theology concentration was part of the curricular offerings when the college began operation. Thereafter, for a number of years, this concentration was discontinued. Subsequent faculty studies led to the considerations that theology itself is a broad and rich discipline, that the interplay of theology with other liberal arts can provide a liberating experience and can draw strength from one another, that in the new curriculum the student takes only two theology options (instead of four required theology courses), and that many current college students want and need more than introductory level theology courses. Faculty agreement with these considerations resulted in the reinstatement of a theology concentration.

   The content of the theology concentration is not aimed at mere indoctrination and it avoids as much as possible duplication of the seminary program. The attempt is made to use primary source material of major theological thinkers from Augustine to the present day so that the student will begin to understand how theological thinking proceeds and hopefully thereby to make a beginning in the development of his own ability to think

theologically and to be sensitive to the kinds of concern which go into the theological tasks of the church. The sequence of concentration studies aims to provide an experience which is intellectually stimulating and rewarding in the present and which will help the student to move forward in his understanding of his own theological heritage and of the "great religious ideas of the Western world." The desired outcome of this experience is that the student will become more ready and competent to engage in responsible creative thought and more sober about its requirements.

6. New directions in interdisciplinary studies have required the division to adjust its offerings to the needs and interests of students at this level and at this time. The division has been attempting to relate its theological studies as much as possible to other academic fields and disciplines and to religious and moral concerns of the present day.

7. The division seeks to subject its teaching efforts and instructional program to continuing evaluation and to work for improvement where weakness is apparent. Course and instructional evaluation instruments are being used by individual instructors. The commitment of theology instructors to effectiveness in their tasks is a factor of strength.

8. Formal offerings are supplemented by a well organized and effective campus worship program, religious life program, and community service program. These provide a devotional and life-related program of religious experiences. Outstanding and influential theologians and religious leaders appear on campus annually as convocations speakers and as participants in the Visiting Pastors and Visiting Fellow programs. Choral groups present notable works of musical art and religious dramas are performed by the College Theater.[16] Courses offered in other academic divisions, notably in the Biblical languages and culture studies of Hebrew and Greek and in German and Latin theological literature, also contribute to the student's understanding of his theological heritage and to development of skills and methods used in theological study.[17] These factors indicate the integration of theology with the total program and how curricular offerings of the theology division are supplemented and complemented.

Changes in approach and course offerings which mark the progress of the theology division to the present, without radical shift in basic educational philosophy, have attempted better to meet the needs and interests of students. These changes have served to increase the respect of students for the theology curriculum and have made the work of division members a more challenging and exciting experience. While the program is by no means static, it is well grounded in the purposes of the college to promote and foster the spiritual and intellectual growth of the student. How to do that job better is an ongoing concern.

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[16]See Chapter V.

[17]See Chapter IV below, pp. 78-85.

Concerns. Following are a number of concerns which are receiving attention and which require ongoing thought, discussion, and research.

1. The fact that much of the teaching in theology is done by faculty members who have part-time administrative and counseling responsibilities or who are recruited from another academic division has led the theology division to ask: Does this weaken or strengthen the impact of theology studies? Does it further or hinder the interaction of theology with other disciplines? Is this situation in the better interest of the students and of theology as a discipline?

2. Careful attention must be given to the objectives, rationale, and content of the concentration. The present approach is too recent for valid appraisal. Admittedly it does not appeal to all who are otherwise interested in studying theology in greater depth. Division members regard the present concentration favorably but are open to further development. The division has on its agenda continued discussion of the approach and the question whether an alternative sequence of concentration studies should be developed. It has also been suggested that other options for a concentration sequence be explored which could be offered on a rotating basis with that now offered. These questions are under review.

The Division of Letters and Arts

A major change in the division structure in 1967 brought the Division of Letters and Arts into being. During the first nine years of the school's existence, the Division of Humanities was by far the largest of the four academic divisions, comprising more than half of the college faculty and including the following academic disciplines: English, speech, philosophy, music and fine arts, German, Latin, Greek, and Hebrew. This structure proved to be unwieldy. Since much of the language instruction, especially in Hebrew, centers in the acquisition of elementary language skills, the alignment was not as cohesive as desirable. Foreign languages and literatures therefore were separated from the other disciplines by the partition of the Division of Humanities into two divisions: the Division of Languages and Literatures (German, Latin, Greek, Hebrew) and the Division of Arts and Letters (English, speech, philosophy, music and fine arts).

Assessment

This new alignment has been a decided improvement. The particular interests of the languages now receive fuller attention. The chairman of the Division of Languages and Literatures attends the bi-monthly meetings of the five division chairmen and the academic dean, and thus this area of instruction is more adequately represented in the discussions of curriculum, instruction and other academic affairs. The Division of Letters and Arts also is more unified and manageable than the former Division of Humanities.

The English Area

At admission to the college, all students must present at least six semester hours in English and literature. Three major changes--two in course offerings and one in the concentration program--were made in the upper level (Senior College) program during the past decade.

1. During the first nine years of the school's operation, all juniors were required to take an upper level 4-hour literature course and a 3-hour course in Advanced Composition, the latter basically a course in various forms of expository writing. In 1966 this Advanced Composition course was replaced by an area option consisting of five literature-writing courses. All students were required to take one of these 3-hour literature-writing options in the junior year. Considerable writing was required, but the critical essays were directly related to the literature that composed the content of the courses. The change from the old-style composition course to the combination literature-writing courses was based on a study made by the sub-committee from the department of English.[18]

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[18]A copy of this 11-page report, dated March 17, 1966, is provided in the full 1970-71 Self-Study available on campus.

2. A second change took place in 1969. To provide greater flexibility in the upper division program and to make the student more fully responsible for his education, the number of required courses in all areas was reduced. In keeping with this purpose, the required work in English was reduced from seven hours to four hours: the 3-hour literature-writing courses were eliminated as required area options, but some of these courses are still offered as electives in essentially the same form as heretofore. Thus the only upper level requirement in English now is a four-hour course in either English or American literature of the nineteenth century, each course also incorporating some writing experiences.

3. In 1969 a change was also made in the make-up of the English concentration sequence. From 1959 to 1968 the English concentration had consisted of a sequence of three 3-hour courses in Nineteenth Century English Literature, embracing the Romantic Movement and the Victorian Era. Restricting the sequence to a single century had the advantage of providing a depth experience that was capable of giving the student a sense of achievement and a degree of mastery in a single area. But for students whose entire program in English might consist of only five courses, this choice of concentration lacked variety and breadth. There was an excessive emphasis on poetry, to the virtual exclusion of fiction and drama. The English concentration now consists of the following courses: Shakespeare, The English Novel, and Victorian Poetry. These courses provide students with a depth experience in each major literary genre. Since they are taught by three different teachers, the students receive the benefit of variety in approaches and methods.

An appropriate range of elective offerings is available. In addition, honors work and independent study projects are available for students who might benefit from working independently rather than through regular course work. A student may also earn academic credit for any of the English courses by successfully completing a comprehensive examination designed for this purpose.

The college and the department have sought to give continuing evaluation to work in English. The department conducted a survey of the amount of writing that students are required to do in all courses that they take.[19] A similar study, updating the previous one, was conducted in 1971, one facet of which attempted to ascertain to what extent teachers' evaluations of papers are affected by the quality of writing.[20] A study done in May, 1968, by the office of institutional research revealed that graduates of the ten prior years rated English courses highest among the 14 fields of study offered by the college.[21]

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[19]Available on campus in the full Self-Study.

[20]Available on campus in the full Self-Study.

[21]See Proposed Curriculum Modifications Report, December 16, 1968.

Assessment

Areas of Strength.

1. The emphasis in all courses is on excellence of teaching. Since teachers are not subjected to publication pressures, they are not preoccupied with research carried on at the expense of teaching effectiveness. Senior Opinion Questionnaire responses indicate that students hold the program in high regard. Phrases like these occur frequently: "strong department," "outstanding professors and excellent courses," "competent staff. . . good selection of material."

2. Although the standard teaching load is twelve hours, the student load is moderate and classes are small enough to enable teachers to become well acquainted with their students and to give attention to individual student needs.

3. Major attention is given to those literary periods that students consider most relevant and valuable for future ministers: contemporary literature and nineteenth century literature, in which modernism has its roots.

4. Considerable writing is required in the English courses. The two types of writing that predominate are critical essays and research papers.

5. The library resources are exceptionally good in those areas of literature that are covered in standard courses: Shakespeare, Milton, nineteenth and twentieth century English and American literature. Even ten years ago the chairman of the N.C.A. examining team, a Milton specialist from Case-Western Reserve University, found that the library had every important book on Milton. The same could be said about the library's holdings in Tennyson, Browning, Melville, Hawthorne, Hemingway, and Faulkner.

Areas of Weakness.

1. The most evident weakness at the present time is in the area of creative writing. This weakness was intensified in 1969 by the reduction of the English staff, through transfer of a department member to another university, and also by the introduction of the revised curriculum. At the present time no formal courses in writing are offered. This is not to say that no creative writing is done. Each year a few students who write poetry ask for personal guidance and criticism. This is given in private conferences with their instructors. Some students, moreover, give vent to their furor scribendi by writing for student publications. Critical essays and research papers written for the literature courses and other courses are a form of creative writing. But when all this has been said, the fact remains that there is a lacuna in this part of the program.

2. The smallness of the English staff imposes limitations on the breadth of the offerings and on the variety of backgrounds and competencies available. The English staff (exclusive of speech and drama instructors) now consists of only two full-time and one half-time faculty members. Most of this teaching strength is needed to teach the area options, if classes are to be small enough to provide considerable writing experience, and the concentration courses.

In order to fill the most serious gaps in the offerings, especially in the area of creative writing, some additional teaching strength is needed. Because of the reduction in the required English courses, a full-time faculty member might not be absolutely necessary. A faculty member with a specialty in creative writing could offer a workshop type elective in creative writing. We would not envision a large enrollment in this course, but such an educational experience should be provided even if the number of electors is small. Electives in Modern Drama and English Literature of the Seventeenth Century should be offered again. These areas, once popular as 2-hour enrichment courses, should be expanded into standard 4-hour courses carrying credit toward meeting graduation requirements.

The Speech Area

The basic purpose of the required course, Advanced Public Speaking, is to familiarize the student with the complexity of the act of public speaking by studying materials pertinent to the text, offering and receiving critiques of speeches, and by making a critique of his own taped speech. One of the standard features of the course is that of having the student speaker talk to an audience of elementary school children in their own classroom. This proves to be one of the most fruitful learning experiences for the student speaker.

With the addition in 1968 of a second faculty member in the speech area, a concentration sequence in speech consisting of Rhetoric and Rhetoricians, Group Dynamics, and Interpretation, was introduced in 1969. An elective, Introduction Broadcasting, was also introduced and is offered at least once each year.

During the 1969-70 Interim Term one department member joined a member of the psychology department in offering Psychology of Communication; the other department member offered a course in the Rhetoric and Theology of C. S. Lewis.

Assessment

Most of the students who attend this upper division college have not had a formal course in public speaking on the lower college level. A number of students have had such a course in high school. The accent in such prior studies is more on the delivery of the speech than on its content. Thus, despite the fact that the students at Concordia Senior College are preparing for the professional ministry, a profession which calls for the preparation and delivery of 80-100 public addresses or more each year,

the first contact most of these future professional speakers have with formal college-level learning experiences in public speaking is in the senior year of their undergraduate program. This means that a considerable portion of the instructional time must be spent in dealing with the fundamentals of public speaking: overcoming of stage fright, organization of materials, audience analysis, directing the discourse for the audience. One of the advantages of having the first formal college speech course this late in life, however, is that the student brings to the speech situation much more life experience and academic background than he would if his first contact with public speaking were at an earlier level.

Since students at this college are preparing to become pastors, one objective that needs special emphasis is developing a speech for the sake of the audience. Despite the fact that student speakers live and work with their peers, they rather consistently miss the audience with their speeches.

The college provides a special speech laboratory with central electronic control booth, eight adjacent sound-proof practice rooms equipped with recording and playback instruments, and group practice and observation rooms with one-way glass. Tape recordings are utilized in speech instruction to help the student make an analysis of himself. Since television equipment was acquired in 1969, the student speaker also has the advantage of viewing himself a number of times on video tape. Both the audio recording and the videotape recording are of immense help in keeping the student from escaping from himself. Improvement in a speaker's skill often accelerates remarkably after one or two videotape experiences. There have also been opportunities offered to students in simulated broadcast speech situations.

The problem of time distribution is a perennial one. With classes in recent years numbering around 20 students, it is sometimes difficult to give each student adequate attention if he is to prepare and offer a public speech at least once each week.

Based on only two years of experience with the concentration offerings, the course in Rhetoric and Rhetoricians has perhaps had the warmest response among the speech concentrators. The course in Group Dynamics has proved to be somewhat frustrating both for students and for the instructor. An attempt is made to have the students be fully responsible for what happens in the classroom: the direction the discussion shall take, the topics which are to be discussed, and the like. Examinations and grades are given only on assigned readings to eliminate any pressure in the discussion. In the past two years the "cold plunge" technique has been employed but not too successfully; one obstacle is the fifteen years of prior education in which most classes have been instructor-centered. Experience would indicate that a more moderate technique than a "cold plunge" approach might better be employed.

Through the Advanced Public Speaking course and even with the concentration sequence, little more can be achieved than laying the foundations. The basic approach to public speaking has been organic, to develop a sound beginning. The student can then move forward on his own and in

formal speech instruction and experience at the seminary which has a television instructional center and a radio station and offers extensive opportunity for the direct application and development of learning acquired at the college level.

The Philosophy Area

Philosophy offerings have always been a part of the general curricular requirements of the college as part of a planned 4-year program in which the student takes his first formal studies in philosophy in the junior year. The purpose of these studies is to contribute to the student's understanding of Western man's intellectual and cultural development and to cultivate the student's ability to critically assess issues, concepts, methods, and problems dealt with by Western thinkers. Studies in philosophy are judged to be essential to the theologian by virtue of the considerable interdependence of theology and philosophy in terms of their systematic formulations past and present.

There is probably no single "best" way to introduce students to the field of philosophy. Two common approaches are (1) the historical approach, embracing study of the historical development of Western thought, and (2) the area or topic or problem approach. From 1957 to 1969 all students were required to pursue a sequence of three courses, Major Movements of Thought I, II, III, dealing with major Western philosophical writers from the Pre-Socratics to Sartre. Since 1969 the entire history of Western philosophy is treated in four major epochs: (1) Ancient, (2) Medieval, (3) Modern, (4) Contemporary. In order to achieve goals of some depth, each student is required to select two courses dealing with major philosophers and philosophical documents of two of these four epochs: Ancient or Medieval, Modern or Contemporary. In order to provide for breadth and continuity in his understanding of the historical unfoldment of Western philosophy, each student must successfully complete a qualifying examination covering the other two periods not studied "in course;" to do so, the student prepares by independent reading and study of secondary materials.

From 1957 to 1969 the series of concentration offerings consisted of three out of six courses dealing with three main branches of philosophy (metaphysics, theory of knowledge, theory of values), with emphasis given in all studies to philosophical method. Since 1969 seven courses are offered dealing with theory of knowledge, metaphysics, pragmatism, existentialism and phenomenology, analytic philosophy, seminar in the history of philosophy, and seminar in philosophical topics. The student chooses at least three such courses.

Until 1969, the department offered several 2-hour general electives. The student who desired to pursue these electives had to take them in addition to his five regular courses per term. Since 1969 such general electives are 4-hour courses, open to all students and incorporated within the student's standard four-course load in a term. These electives treat logic, philosophy of religion, ethical theory, and aesthetics.

An important instructional resource is the library. Between 1958 and 1970, the library acquired 2,022 volumes in general philosophy, plus 55 volumes in aesthetics, 272 volumes in ethics. As of 1971 the total is 2,490 volumes, of which 1,606 volumes have been added since 1961. The total expenditure for philosophy holdings from 1958 to 1970 was $10,092, or 6.1% of library acquisition expenditures during this period. In addition the library subscribes to 12 journals of philosophy or directly related to philosophy.

Assessment

The present philosophy curriculum is judged to be a good one which, by further developments, might be made still better.

It appears that the current approach to area options, despite the qualifying examination arrangement, leaves gaps in the student's knowledge of Western thought which, in turn, contributes to lack of full apprehension and understanding of philosophical problems. Restructuring the program to include courses in three epochs--ancient and medieval as one epoch, modern, contemporary--so that only one epoch would be treated by student private study and qualifying examination methods is being considered. Other alternatives being considered include the following: (1) a one-term rapid survey of the history of philosophy plus a second term study of selected philosophical problems; (2) a two-term course in philosophical problems complemented by reference to the history of philosophy.

After two years of experience with the revised concentration program, and in view of the specific nature of the college, it seems that in order to meet basic religious interests of students some modification in concentration offerings might be desirable, such as a concentration course in the philosophy of religion (now available as an elective) or in Christian philosophers.

A high percentage of current philosophy holdings are listed in the 1969 edition of The Reader's Advisor, with special strengths in ancient philosophy and in the writings of the central figures of modern philosophy. Acquisitions in the last ten years have strengthened considerably the holdings in philosophy reference works, analytic philosophy, and philosophy of religion but are weaker in such specialty areas as formal logic. The philosophy holdings are thus quite good in those areas most emphasized in the instructional program. Areas needing improvement are oriental and Marxist philosophy and filling out holdings in the lesser works of major philosophers (the major primary sources are held in most cases). Periodicals available are well selected and support the philosophy program well. The professional library staff has been most cooperative in acquisition programs and in providing services to philosophy students.

Two indications of the effectiveness and impact of philosophy instruction are performances of concentrators on G.R.E. advanced tests and the experience of students who proceed to graduate schools. The philosophy concentration has generally drawn from the strong average and above average segment of the student body in terms of aptitude and achievement although there has always been some representation from the lower quartile. The

effectiveness of philosophy instruction has been commensurate with the potentialities of the students involved. Of 217 concentrators who took the G.R.E. (1959-67) and the U.R.E. (1968-70) "advanced" examination in philosophy, the approximate overall mean score was 603, which is a mean percentile of 72 on the basic norms derived from the exam scores of students from selected colleges who were taking a major in philosophy as compared with the minor concentration the Concordia Senior College students take. (The detailed data are available in the philosophy report in the Self-Study available on campus.)

Based on incomplete data, 13 students proceeded to advanced (graduate) study in philosophy over the past decade. Many of these students did so while also pursuing professional theological studies at a Lutheran seminary; a few did not proceed to a seminary but directly to a graduate school. Of these 13 students, no additional information is available on four of them other than that they did enter upon graduate philosophical studies; of the remaining nine, two are approaching an advanced degree, five received the M.A. in philosophy and are continuing graduate study in the field, and two have received the Ph.D. in philosophy. Of the seven who have earned either a master's or doctor's degree, six are now teaching philosophy at an accredited college or university.

The Music Area

The music program, both in formal courses and in the co-curricular area of student music activities, is designed to provide the student with opportunities to acquire sound musical taste and judgment and to encourage him to develop his musical sensitivity and talents. No courses in music are explicitly required except for participation for one term in the Chapel Choir (a requirement which may be satisfied by full-year participation in the College Choir or the Cantata Singers); the Chapel Choir meets twice weekly for one term for the study of sacred music, with frequent participation in the daily chapel services. There are, however, three offerings in music (Masterpieces of Music, The Art of Listening, Basic Language of Music) among the seven fine arts options. In addition a concentration in music consisting of three courses in the history of music, plus several music electives, are available to interested students. Two-hour "enrichment studies" (mini-courses) in music also are offered for individuals and groups of students.

The formal music program is supported by extensive co-curricular musical activities whose objectives are these: to provide opportunities for the student to praise God in music and worship; to develop his musical talent through intensive study and performance of vocal and instrumental music with particular emphasis on the repertoire of sacred music and to grow in the understanding and appreciation of the heritage of music through study of musical content, form, and medium, with appraisal of its intrinsic worth and evaluation of its appropriateness for use in the Christian community. Opportunities for Christian service in worship and in musical concerts, recitals, and performances also are provided: the College Choir of

sixty voices sings at chapel services and Choral Vespers and conducts a 10-day tour each year, and Cantata Singers of sixty voices (30 male, 30 female) performs larger works for mixed voices and instruments at Choral Vespers.

Assessment

Areas of Strength.

1. The introduction in the 1969 curriculum revision of a fine arts option, with three of seven such offerings in the field of music, has enabled all students to participate more actively in the college's objective of guiding them towards "a discriminating understanding and appreciation of the cultural heritage in literature, music, and the fine arts."

2. The four-hour program of the revised curriculum structure permits music concentrators and electors to penetrate more deeply into music history and music literature.

3. Independent study and "mini-courses" in music composition and in the sacred cantata have been quite popular and offer a valuable avenue of enrichment in music education and experience.

4. The new music facilities and equipment are most satisfactory. These include two large rehearsal rooms equipped with pianos, two music offices, a teaching studio, four practice rooms with pianos, one classroom with phonograph and tapedeck, Music and Record Library with three listening cubicles equipped with phonograph and casette equipment, an outstanding chapel organ (recently fitted out with additional stops), a six-rank practice organ in the North Classroom Building, a harpsichord and several string and wind instruments owned by the college.

5. The music faculty has made good progress in advanced studies and, though small, it is a strong department. The department chairman received the Ph.D. in Music in 1969; a second department member who joined the college in 1966 has an earned M. Music in Church Music degree and an S.T.M. degree, and the part-time piano instructor has a M. Music.

6. The program of co-curricular music events and activities is a strong one. It includes four Choral Vespers each year; organ recitals annually by such internationally famous artists as Biggs, Hurford, Weinrich, Fleischer, Noehren, Craighead, Kee, Schoenstedt, Wyton, and others; guest choirs of national and international stature such as the Westfaelische Kantorei, Valparaiso University Choir, and the Barmen-Gemarke Kantorei; a regular program of student musicales; organ, choral, and church music workshops. In addition, complimentary tickets are made available to students for performances of

the Fort Wayne Philharmonic Orchestra and for visiting orchestras and solo artists; students take "field trips" (under department sponsorship) to attend opera, symphony, and other musical concerts in Chicago and Cleveland, and the college periodically sponsors the appearance on campus of the Turnau Opera Company.

Areas of Weakness.

1. With only one basic music theory course among the seven fine arts options, with the music concentration series centered in music history and literature rather than music theory, and with limitations of staff deployment, it has been difficult to schedule advanced music theory courses. This lack is reflected in the G.R.E. and U.R.E. scores of music concentrators.

2. No academic credit is given for applied music. This may be one reason fewer students are taking piano, organ, and voice lessons. A factor here, of course, is the high "academic press" of the regular curriculum.

3. With only two fulltime music department faculty members, concentrators and performers are required to spend a great deal of time with the same instructor.

4. For an institution of its type and size, over the years the college has supported music activities through relatively strong budget support. In planning for the last two years it was suggested that the number of annual organ concerts might be reduced because of waning interest and participation by students and the general public, but without reducing support of major chorus presentations (including those which involve hiring professional instrumentalists). In 1970-71 the total convocations budget was reduced about 20% from the prior year, in part because of a decision to change the convocations format in light of changing student interests (see Chapter V, p. 106) and in part because of financial factors. The music portion of the convocations budget, which covers the appearance of guest organists and other musical groups, was reduced almost in half. This makes it difficult to bring single artists or choirs of national stature to the campus unless use of ticket receipts or offerings received at such programs is permitted to help defray expenses.

The Fine Arts Area

From 1957 to 1969 the principal curricular offerings in fine arts were two offered by the emeritus academic dean. These courses dealt with Duerer, Michelangelo, and Rembrandt and with aesthetics. With completion of the North Classroom Building in 1966, which made art studio space available, the present art instructor offered studio work in painting to students on a voluntary basis; enrollments in these voluntary studio offerings ranged from six to seventeen, including students, professors,

and professors' wives. From 1967-69 the studio program continued on a voluntary basis and was expanded to include instruction also in drawing and ceramics. Since 1969, Fundamentals of Studio Art, a 4-hour fine arts option, has been offered twice each year, with the enrollment growing to the maximum (15 students per term). In addition Painting and Ceramics were offered as two-hour enrichment experiences, available as individual and group "mini-courses." In the Interim Term of both 1969-70 and 1970-71, two courses in fine arts have been offered: Music, Visual Art, and Aesthetic Theory (team-taught by members of the music, art, and philosophy departments), and Art as Happening (team-taught by members of the literature and the art departments).

Assessment

Areas of Strength.

1. The college's growing support of the studio art instructional program is clearly evident in the curricular developments outlined above. The furnishing of equipment for the art studio and program of budgetary allocations which permit the instructor to obtain equipment and supplies for courses offered are additional evidences of this support. The purchase of books and art slides made available for studio use is another evidence of growing support for the program: during this period the library's fine arts holdings have increased significantly, especially in areas directly related to studio work. During the past four years, moreover, the college has encouraged and supported the further training of the principal art instructor and he has been granted a special leave with college support in 1971-72 for completion of a program at the Fort Wayne School of Fine Arts.

2. The art studio is always open for student use and provides a place where those interested in various media are able to work and to interact. Since the instructor, a professional artist who regularly exhibits in local and regional shows, also works in the studio, there is opportunity for student-teacher interaction and discussion outside the regular classroom situation.

3. Temporary art exhibits are displayed in the North Classroom Building and are readily accessible to all students. Art exhibits are also regularly available at the Fort Wayne Art Museum, the Fort Wayne Public Library, the Indiana-Purdue Regional Campus, and St. Francis College. Students are also informed of major exhibits at the Chicago Art Institute, the Toledo Art Museum, and the Cincinnati Art Museum.

Areas of Weakness.

1. A major weakness in the 4-year program seems to be the "tight" curriculum at the affiliated junior colleges from which the vast majority of Senior College students come; this makes it almost impossible for the ministerial student to elect beginning studio

art courses at the junior college level (other than a general fine arts-humanities offering) and thus for many students the Senior College provides the first opportunity for college-level studio work.

2. In recent years the demands made on the art instructor's time by reason of his responsibilities in the physical education department have made it difficult or impossible for him to be available in the studio after the close of the regular school day. If there is to be additional development in the art offerings and in programs to be carried on outside the regular class schedule, such time must be made available. This problem is being worked out with the addition of part-time coaching help to free the art instructor.

The development of a fine arts concentration is a long-range goal of the art department. Courses which might be developed for such a program include liturgical art and design, the history of Christian art, and twentieth century art. Courses already in the curriculum which could be integrated into such a program include Greek Art and Architecture, Art of Film, Aesthetics, and Theology, Worship, and the Arts. Fundamentals of Studio Art and courses in painting and ceramics could provide studio experiences.

The Division of Languages and Literatures

This division resulted from the partition in 1967 of the former over-size Humanities Division. The intent by this realignment was to facilitate communication between those departments which have a common set of interests and problems--in this case the teaching of foreign languages. The German, Classics, and Hebrew areas thus became the components of this division.

In Synod's educational program, as in higher education generally, the past decade has seen the easing of many undergraduate foreign language requirements.

In the areas of German and Latin, in 1961 all Senior College students entered with 6 intermediate level semester hours in German and 6 semester hours in Latin. At the Senior College students were required to take a sequence of 3 courses (9 quarter hours) in either German or Latin theological and general literature. In 1966 the requirement became one upper level course in Theological German, one course in Theological Latin, and one additional course in either German or Latin. In 1969, which was the year of transition to the new program, Senior College students were required to take one upper level course in either German or Latin theological literature. (Full explanation of the rationale and transition plans are given in the study, Proposed Curriculum Modifications, December 16, 1968, available on campus.) Since 1970 the requirement of upper level course work in German or Latin was dropped altogether for the student who presented 12 semester hours of lower level credits in one of these languages or the equivalent in proficiency.

In the Greek area, from 1961 to 1969 the student entering the Senior College had to present 11 semester hours credit in elementary and intermediate Greek. At the Senior College he was required to take four 3-hour courses (total of 12 quarter hours), normally including two courses in New Testament Greek (Acts, Pauline Epistles) and two courses in classical Greek literature chosen from among five options (Homer's Odyssey, Greek Drama, Plato, Greek Historians, Hellenistic Greek Literature). Two-hour Greek and Latin enrichment electives also were available to the student to be taken "on top of" their regular 5-course academic program each quarter. Since 1969 the entering student is required to present 9 semester hours college credit in elementary and intermediate Greek. At the Senior College he is still required to take 12 term hours of Greek work, but organized as three 4-hour courses rather than four 3-hour courses. The two courses specifically required are Art of Translation and Pauline Epistles; in addition he must take an option from among five New Testament, Hellenistic, and classical Greek literature offerings. Within these upper level requirements, student interest continues to shift away from classical and toward New Testament studies. Greek and Latin advanced concentration sequences are offered, each consisting of three 4-hour courses in the appropriate classical literature.

In Hebrew, until 1969 the core required program consisted of three 3-hour courses offered in the senior year. In 1969, Hebrew required studies remained for one year a series of three 3-hour courses. Beginning in 1970 an alternate plan of studies was adopted by the faculty which provided that the student could elect two 4-hour courses in Biblical Culture as an option to Hebrew language studies; at the same time the Hebrew language courses were converted to two 4-hour courses offered in the junior year rather than three 3-hour courses offered in the senior year. The number of contact hours in the basic Hebrew language program was thus reduced from 90 (1969) to 72 (1970). A concentration program in Hebrew has been offered since 1966 and the department has regularly offered elective courses to enrich the opportunities available to students and faculty. In addition, Hebrew instructors have offered electives in other areas commonly associated with Hebrew, especially Old Testament studies and Ancient Near Eastern history.

Under the program in operation prior to 1969, 35% of the total 4-year credit requirement was devoted to Biblical and foreign language study. In the present program, 26% of the total 4-year credit requirement is devoted to required language study. In both periods, some students have taken additional language studies as concentration sequences or as electives. In addition some theology studies require use of foreign and Biblical language skills and understanding.

The changes in foreign and Biblical languages requirements have placed burdens upon instructors involved who would seek to retain their former goals but who also would seek to encourage as many students as possible to continue their studies in the languages in concentration and elective courses. In Greek and Hebrew language studies, especially, student attitudes toward and reaction to the language requirements would no doubt be considerably worse than is the case today except for the generally high quality of language instruction. In the face of these modestly reduced requirements and declining student interest in language study, a number of questions demand special consideration: What new teaching materials, methods, and courses could be developed and utilized to carry greater appeal for students? To what extent do our goals need to be revised to correspond with the new situations? What provisions might be made to encourage the retention of language skills at the Senior College for later use at the theological seminary? Can a certain amount of emphasis on linguistic precision be reduced, while maintaining a functional use of languages for theological study, for the sake of stress on the broader cultural aspects of language instruction?

These questions have weighed heavily upon division members. As a result a number of modifications have been or will be introduced shortly; these are described in the report of each area (below).

Additional steps need to be taken to facilitate language learning and retention at the Senior College. The following are recommended.

1. If German and Latin proficiency needs to be maintained (after certification at a level of achievement equal to 12 semester hours of college work and beyond offering electives in these

languages appropriate to upper level work), the requirement of one course in theological German or Latin might be reinstated or a proficiency exam might be administered during the student's senior year. The use of proficiency exams in lieu of fixed term hour requirements might also be considered for Greek and Hebrew.

2. Some language instructors consider the four-course plan as detrimental to language learning on all but the initial level. The four-course plan should be reevaluated and at least the possibility of greater flexibility included within it (e.g., a series of four 3-hour courses rather than three 4-hour courses in language studies).

3. For students who so desire, Hebrew instruction might be postponed until the senior year to help abbreviate the period elapsing before the next formal course in Hebrew at the seminary level. (Of course this would prevent such students from taking a Hebrew concentration or electives in the senior year.)

4. Greater emphasis needs to be placed on the offering of broadly based interdisciplinary courses.

5. During recent years members of the Classics and Hebrew fields have met periodically with representatives of the Exegetical Department of Concordia Seminary, St. Louis. These meetings have proved to be most helpful and should be encouraged on a regular basis. Members of the German, Latin, and Greek departments also should meet with colleagues from the junior colleges more frequently than has been the case in the past.

The German Area[22]

The general trend to reduce German studies at the upper level as requirements for all pre-seminarians was described in the previous section. Without such requirements in upper level German, except in the case of students who enter with a credit shortage or who do not demonstrate the requisite proficiency or achievement (based on standard norms) equal to two full years of college study, no upper level German courses are any longer required. The department, however, does offer elementary and intermediate German studies as electives and for students who lack such credits or proficiency, as well as German literature and conversation-composition upper level electives and a concentration series in German literature.

Assessment

The German department does not agree with the removal of upper level German course requirements. In addition to being possibly detrimental to German and theological scholarship at the seminary level, it has left the

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[22]Complete departmental report is contained in the Self-Study available on campus.

department with mainly elective and concentration offerings and with no upper level required courses; this has appreciably reduced the number of students enrolled in German courses each term.

The German department believes that a required upper level course in Theological German should be restored, chiefly because this would benefit students who plan to enter upon theological studies at the seminary. To expect a student to choose Theological German or another German course as an elective is unrealistic since the student has so many other attractive electives from among which to choose.

The German department is proposing courses for the study in translation of German literature, life, and culture as a way of giving students who do not wish to study these through the medium of the German language an opportunity to become acquainted with the great German literary and cultural heritage through works available in English. The department has also initiated introduction of two courses in elementary and intermediate German conversation which would prepare the student for travel in German speaking countries and in pastoral work in the few remaining German speaking communities.

The quality of instruction in German, in the judgment of members of this small department, has been very satisfactory. Both members of the department have taught at other colleges and universities and are convinced that the atmosphere and conditions at the Senior College for the study of German are comparable or superior to those of other institutions of higher learning: e.g., small classes, use of tape recorded materials and records, slides, advantageous classroom facilities, Lehrfreiheit, etc. The department utilizes instruments for the evaluation of courses and instruction (e.g., the Purdue Rating Scales) as a means of securing student feedback and improving instruction.

The Classics Area[23]

The general curriculum development in Greek and Latin studies was summarized above in the introductory treatment of the Division of Languages and Literatures. The classics program offers the student opportunity for substantial review of Greek morphology and syntax plus the reading of a broad selection of Greek material to exercise his knowledge of syntax. It further offers the student opportunity to delve into various forms of Greek and/or Biblical literature and gives him an introduction to the basic tools for research and textual analysis. The Greek and Latin concentrations provide opportunity to explore in greater depth significant areas of classical literature.

Building on foundations laid at the affiliated junior colleges and preparing the student for admission to a seminary, the Greek program seeks both to augment the student's education in the humanities by broadening

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[23]Complete departmental report is included in the Self-Study available on campus.

his awareness of the culture which employed the Greek language and of the forces that shaped it and to prepare the student to function effectively at the seminary, particularly in exegetical studies. The accent is on using Greek language and reading Greek literature; hence regular and continuous work with the written language is highly desirable. Properly to estimate the message of a Greek literary work, the student needs not merely knowledge of Greek vocabulary, grammar, syntax, and use of reference tools in translating, but sufficient linguistic facility to appreciate a classical author's style and intent, the nature of the literary genre and its literary context, and methods of literary interpretation. Devices employed to attain these ends are comprehensive grammar review, exposure to a representative range of Greek literature, study of the classical culture in which the New Testament gained competence, extensive reading in Greek, word studies, and other interpretative exercises. With the exception of the Art of Translation course, however, no calculated and coordinated effort has been made by the department to achieve these goals.

With the reduced background gained by the student at the junior college now that he is required to present for admission a minimum of 9 rather than 11 semester hours credit elementary and intermediate Greek, it is clear that required Greek courses at the Senior College must be constantly scrutinized and revised to make as effective use of the offerings and instructional time available as possible.

Assessment

The reduction in contact hours for the required study of Greek from a total 120 to 108 renders difficult the achievement of competence for the average student, especially in an educational climate where he is not exercised in the careful examination of linguistic expression (except in other language courses).

No matter how exemplary the goals of language study might be, the fact seems to be that the study of Greek, especially non-Biblical material, is increasingly unattractive to students due to at least the following factors: it has become culturally acceptable to resist classical Greek; the student is strongly oriented toward experience and subjective statement rather than analytic, objective examination of material, especially linguistic material; the inherent rigor of the discipline of learning a literary language makes the student impatient; the current four-hour arrangement (four meetings each week for a term course) presents the student with a potential difficulty in "keeping up," and the student sees an apparent lack of the relevance of classical studies to his pastoral training.

The present student views language courses as tool courses to equip him to carry out the pastoral task of reading the New Testament and developing a coherent theology. The temptation simply to present him with exegetical courses must be resisted; rather the function of the Senior College courses ought to be to acquaint the student with the Hellenistic world and the Roman world of the first and second centuries A.D. Materials for work in this area are limited and there is a need for the classics department to develop them.

There is lack of related, supporting studies offered in translation, with the exception of the Ancient Philosophy and the History of Science courses, dealing with the history, culture and thought of the classical world.

A major weakness is the lack of coordination between language instructors themselves. A strong linkage with the Hebrew department, including team-teaching, would seem to be mandatory. Latin certainly ought to be one of the means for exploring the New Testament world of the Roman Empire.

A distinct handicap in the development of attractive offerings is the lack of sufficient personnel. To maintain the range of required courses properly, with reasonable size classes, even when help is given by members of adjacent departments, all members of the department of classical languages teach a full load of 12 hours each term. This makes it difficult for any one individual to sit down and develop a new course during the academic year, although summers could be available for this purpose.

In view of student antipathy to the study of classical Greek, the Art of Translation required course could shift its focus back to the book of Acts as the vehicle for a review of Greek syntax. The subsequent required courses could then be reframed to focus especially on the principles of literary, form, and textual criticism in both Biblical and non-Christian literature. To strengthen the student's awareness of the world in which the New Testament was produced, electives could be developed utilizing ancient materials in translation together with the critical reading of secondary literature.

Development of a parallel Greek concentration seems very desirable. The present concentration is primarily literary and covers the world of Greece from the time of Homer to Aristotle. Another concentration sequence could be developed treating the Hellenistic-Roman World and consisting of the following offerings: The Hellenistic World (third to first centuries B.C.), which would study in detail the thought and culture of the Seleucids, Ptolemies, and Jews, especially the formation of the Septuagint and intertestamental literature; The Roman Empire (first century A.D.), a careful study of the Roman Empire and its relation with its provinces as well as the character of Judaism at the time of the New Testament; The Early Christian World (second and third centuries A.D.), which would examine the growth of Gnosticism, the philosophical climate of the second century movement, and the development of Christian polemics. This second concentration sequence would be more historical in character and could perhaps qualify also as a history concentration. The assistance of members of the Hebrew department, especially in the first two courses, would be very desirable.

Another way to counteract student antipathy is by developing co-curricular supporting programs. For example, in 1971 a Greek drama and a Greek comedy were presented and films on the subject of Greek drama were shown. Perhaps members of the division could also offer public lectures or topic forums dealing with these sorts of subjects.

The Hebrew Area[24]

General review of the Hebrew program during the past decade was provided in the introductory section treating the Division of Languages and Literatures.

Assessment

The reduction in the basic Hebrew core from 90 contact hours in the senior year to 72 contact hours in the junior year has hampered the Hebrew staff in its efforts to lead the student to a working knowledge of the language. To meet this problem, the reading of portions of the Old Testament, which should form a part of the basic sequence, has been omitted and Hebrew students have been encouraged to continue their Hebrew studies with an additional elective. The success of this approach can not yet be evaulated since the 1970-71 class is the first not to have such readings as a part of the regular core sequence. It is to be feared that a sizeable number of students will forgo the election of a third Hebrew language course.

In modifying its traditional instructional approach, the staff developed a new set of materials designed to concentrate and simplify the teaching of grammar and to provide reading materials which would acquaint the student from the beginning with major Old Testament themes such as covenant and kingship. These materials employ several new procedures: texts are read initially in transliteration, delaying presentation of the Hebrew writing system until some familiarity with the language has been gained; aural-oral generative drills are used, a kind of conversational approach which coordinates sound and sight with comprehension of the materials. While these new materials and approaches give evidence of promise and reasonable success within the limits imposed, the department continues to seek improved methods for introducing the student to the study of Hebrew.

By the placing of Hebrew in the junior year, some students will experience a period of more than one full academic year, following completion of their basic Hebrew at the college, before continuing its study at the seminary. Even students who choose a senior year Hebrew elective may have a gap of almost a year since not all students are scheduled to proceed to Old Testament exegetical studies during the first quarter at the seminary. Even the most capable seminary instructor will find it necessary to provide an initial period of review.

It has now become possible for the student to elect a program which will permit him to graduate without Hebrew credits by choosing Plan B which substitutes two courses in Biblical Culture for Hebrew I and II. At the present time it is impossible to evaluate fully the results of this change. While during 1970-71 approximately 90% of the junior class elected Plan A with Hebrew language studies, Concordia Seminary, St. Louis, which the great majority of the college's graduates plan to attend, has not yet

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[24]Complete departmental report is contained in the Self-Study available on campus.

removed Hebrew as an entrance requirement. The seminary is expected to take this step shortly, however, if some of the recommendations of the Synod's Theological Education Research Committee are adopted.

Both advantages and disadvantages may be pointed out in the new Hebrew and Biblical Culture plans of study.

1. To require Hebrew for all students obviously points to the importance which this language is considered to occupy by the framers of such a requirement, while to provide a Biblical Culture alternative clearly considers Hebrew language study desirable but not necessary. This points to the problem of ultimate values in the Church today and, in particular, to the question of the place occupied by Scriptural scholarship in the pastoral ministry.

2. Positively, it can be argued that students who were "turned off" by the linguistic approach might develop a more positive attitude toward Old Testament studies by the approach of Plan B (Biblical Culture studies in English), or at least the negative attitude of some who might have been compelled to submit to Hebrew language study might be felt less strongly in class situations where students have voluntarily exercised the option to study Hebrew.

3. Another positive aspect of the new program is that it offers genuine benefits for the offering of concentration courses and area electives. All Hebrew concentrators will have completed their basic Hebrew language sequence prior to the beginning of their concentration; this is highly desirable and was not possible when basic Hebrew was taught in the senior year. Further, students not concentrating in Hebrew who develop an interest in it and in related areas will have greater time and opportunity to pursue these interests in advanced studies in the senior year.

Given these developments, there is reason to believe that the study of Hebrew and related areas increasingly will become the province of a smaller number of students, many of whom will probably be preparing themselves to be Old Testament scholars and teachers at colleges and seminaries. The opinion of the Hebrew instructors is that more than ever the goal must be to motivate students in the study of the Biblical disciplines. To do this it would appear the goals of Hebrew teaching must be broadened beyond the attainment of a certain level of Hebrew language skill to be used later at the seminary. The primary thrust rather should be helping the student to acquire basic control of the Hebrew language in order to apply it, in conjunction with cultural and historical understanding, to the study of the Old Testament at the college level. The entire program--both Plan A and Plan B--must be shaped, integrated, and directed along this line to the fullest extent possible. In doing so Hebrew teachers will continue to give attention to these questions: How can the greatest number of students be motivated to continue their Hebrew training during their senior year? What procedures can be utilized to minimize the problem of the gap between the student's study of Hebrew at the college and at the seminary?

The Division of Social Sciences[25]

Members of the division developed the following report jointly through group meetings and study by sub-groups and individuals. The division chairman prepared the final report.

1. Curricular Offerings. The question of whether there has been excessive course proliferation over the past decade prompted the division to make an analysis of all courses listed by the division in the catalog prior to and after 1961 offered in psychology, sociology, and history. Two education courses listed in 1957-58 were never offered and were removed in 1958. No economics courses were offered before 1962.

   Psychology. In 1961 eight psychology courses were offered an in 1971 ten are offered. Three of the original eight courses are still offered. Human Growth and Development I, II, III have been replaced by General Psychology plus an area option. Mental Hygiene was superseded by Abnormal Psychology in 1962, now an area option. A new concentration course, Perception and Cognition, replaced a course in Psychology of Personality which became an area option. One of the three courses in the Psychology-Sociology concentration sequence, classified as a psychology course, and two elective offerings were added.

   Sociology. In 1961 seven sociology courses were offered and in 1971 there are ten. Six of the original seven courses are still offered in modified form and in some cases with new titles; four courses have been added.

   Economics. In 1962 the first economics course was offered, a two-hour enrichment elective in business economics. In 1969 this was expanded to a four-hour elective and a second economics elective was added.

   History. In 1961 eighteen history courses were offered, mainly in European and American history. In 1971 eighteen courses are offered, but with some reduction in European and American studies. In the ten-year period some courses have been dropped, others have been combined or expanded to conform to the new four-hour structure, and others have been added. Of considerable importance was the addition of two courses in Asiatic studies (Rise of Chinese Communism, Trends in Chinese Thought) and a history-politics course titled Comparative Politics.

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[25]Complete divisional report is contained in the Self-Study available on campus.

Assessment

The division members believe that, taken in overall perspective, the course offerings in this division do not appear to have proliferated unnecessarily. Changes and additions seem to reflect changing perspectives in the social sciences, emerging educational needs, and the strengths and interests of staff members.

2. Rationale for Curricular Offerings. The values and reasons that lie behind various course offerings, especially the concentration sequences, are complex. Again it should be noted that the 1969 general curriculum modification, in which undertaking division members played an extensive role, is a chief point of focus.

Psychology. The original required basic courses in psychology in 1957 consisted of two-course sequence. This became Human Growth and Development I, II, III in 1958. A decade later the psychology staff recommended that a single basic course, General Psychology, would be a stronger offering for a first required course. This was to be followed by Developmental Psychology and Abnormal Psychology. With the move in 1969 to place greater learning responsibility on the individual student, and increased freedom to exercise that responsibility, General Psychology is now followed by one additional course in psychology chosen from among three options: Developmental Psychology, Abnormal Psychology, Psychology of Personality. The intent is to provide the student with understanding of the fundamental methodology and content of the field of psychology in the General Psychology course and then to follow this up with at least one depth experience in a second-level psychology course of his choice.

In designing the psychology concentration an important development had taken place already in 1966-67. It had been recognized almost from the college's beginning that what might be called the "core" areas of psychology are not necessarily the areas of greatest student interest and need. Only a relatively small proportion of students is deeply interested in the more scientific aspects of psychology, such as statistics, experimentation, learning theory, perception. A much larger proportion of students is interested in psychological topics which deal with the nature of man, his problems and his social functioning. In 1966-67 the recognition of this led to the development of two concentration sequences. The student was offered a choice of: (a) a "science oriented" sequence consisting of Measurement and Experimentation in the Social Sciences (statistics and research design), Learning and Motivation, and Perception and Cognition, and (b) a "human characteristics oriented" sequence composed of Social Psychology, Abnormal Psychology, and Educational Psychology. A substantial increase in the number of students electing a psychology concentration developed immediately. With the curriculum modification of 1969 this recognition of student interest took another turn. At that time it became apparent that greater behavioral sciences interdisciplinary work within the

division was desirable. As a result, the human characteristics oriented sequence was combined with sociology and anthropology to form a sequence called the Psychology-Sociology Interdepartmental concentration (described below).

Sociology. The present sociology concentration is the latest stage in a series of modifications brought about by developments within the discipline itself, by shifts in student interests and needs, and by the interests and competencies of the teaching staff. Changes in the concentration may be described as a movement toward a more theoretical and academic approach. Prior to 1969, the concentration consisted of Social Psychology, Community, and Sociology of Religion. Staff members came to believe that a greater research orientation should be developed. Since the psychology staff had already developed a dual concentration, the sociology staff explored this idea also. This led subsequently to the Psychology-Sociology Interdisciplinary concentration described below. With this resolved, the sociology staff was in a position to develop a revised sociology concentration sequence. This concentration sequence embraces a set of integrated and developmental learning experiences. The initial course, Development of Sociological Theory, seeks to acquaint the student with a relatively broad base of sociological theory. The second course, Comparative Social Organization, narrows the focus of study to one area of specialization. The third course, Urban Sociology, is an "in-depth" experience in an area of considerable importance for pre-theological students. These three offerings take advantage of the competencies of staff members in relation to meeting the needs of pre-ministerial students, most of whom will be working with an organizational structure in an urban setting, by providing them with insight into urban society. The fact that course enrollments in the sociology concentration have been relatively small has provided opportunity for flexibility and freedom in teaching and for achieving considerable penetration into the field by students. (Growing student interest in the field of sociology may change this small class situation in the immediate future.)

Psychology-Sociology Interdepartmental. It has never been envisioned that the primary purpose of the college is to prepare students for graduate study in the liberal arts and sciences disciplines, since all are preparing for admission to a seminary. There are, however, always some students who may wish to pursue advanced studies in psychology and sociology through graduate school work and the psychology and sociology concentrations, though they are really minor concentrations rather than majors, do give the student sufficient control of the field to pursue a graduate program. The interdisciplinary psychology-sociology sequence, on the other hand, is intended for students who are not interested in or concerned about graduate study but who, as men committed to ministry, do want to gain understanding of the broad range of human social behavior. This sequence consists of team-taught courses in Social Psychology and Culture and Personality, plus a choice of either Social Deviation or Introduction to Counseling. It is one of the few truly

interdisciplinary programs on the campus, although there are a number of individual interdisciplinary courses in other fields, has attracted a substantial segment of the student population, and is numerically the largest concentration.

Because of its breadth, it is rather difficult to assess this concentration program in terms of academic results. The greatest strength to date appears to be the flexibility it allows and the interest generated by a genuinely team-taught approach. The apparent weaknesses of the program include the following: (a) due to its popularity with students, dual sections must be offered so that class sizes are sufficiently small to permit the kind of tutorial and seminar work that concentrations seek to provide, and even so class sizes exceed twenty in some cases; (b) since the goal of the program is broad understanding of human behavior, there is danger of "watering down" of academic rigor; (c) because it is an interdisciplinary sequence involving a number of members of the teaching team, there is some difficulty in working out a truly coordinated and unified approach.

Economics. The introduction of studies in the field of economics (building upon student preparation in basic economics at the lower division affiliated colleges) was possible because a member of the psychology staff also has training and background in business economics and administration and strong interest in helping pre-seminarians understand the world of business and the many ways in which the clergyman is required to exercise leadership and judgment in fiscal matters. Under this staff member's leadership, a two-hour elective in Business Principles and Practices was expanded to a four-hour elective in 1969. A second course, Business Systems and Control, was also developed. This expansion of offerings was made partly in response to a survey of college graduates now serving congregations; on the basis of their experience, these graduates expressed a strong sense of need for formal study of economics and business management.

History. Two concentration sequences are offered--one in U.S. History and one in European History. The U.S. History program is designed to give the student insight into the structure and function of society and government in the United States since the Civil War and an understanding of the forces at work within and outside the nation and of the role of the U.S. in world affairs. Electives are designed to provide for studies in greater depth of specific phases of American history and to take advantage of special interests which students and staff members may have. The European History concentration focuses on Europe since 1815. Considerable stress is given to assessing the intellectual atmosphere of post-Napoleonic Europe and the development of liberalism, romanticism, conservatism, and socialism as historical phenomena. Electives are designed to provide for studies in greater depth in certain periods and areas of European history, with primary emphasis on the twentieth century. The student who elects either history concentration is required to

take Comparative Politics as his social science option. In addition a variety of electives is offered which provide historical background to Biblical studies and, to a lesser extent, the history of contemporary Asia and Latin America.

3. Interdisciplinary Studies. Interdisciplinary studies have not yet been developed to the extent envisioned by division members during the curriculum modification study process. Indeed, the planning and implementation of interdisciplinary studies is no easy task.

   Two regularly offered divisional interdisciplinary courses are Social Psychology, taught by a psychologist and a sociologist, and Culture and Personality (which has an even broader perspective), taught by a sociologist-anthropologist and a psychologist. The division also participates in a multi-division offering, The Development and Logic of Science, team-taught by a historian of science, a philosopher, and a social scientist; by this approach, the stereotyped notion that only the physical sciences are "scientific" is counterbalanced by a broader consideration of the logical and methodological aspects of science qua science. The division has also developed other interdisciplinary studies in Interim Term offerings (treated below).

Assessment

It would seem that in interdisciplinary studies one hazard is a possible lack of rigor; however, such offerings counterbalance this potential weakness with the broad appeal and intrinsic interest they have for students, the opportunity they provide for overcoming artificial walls of discipline separation, and the occasion they offer for synthesis and wholeness of understanding. One major problem is that, when such courses are team-taught, they consume a disproportionately large amount of staff time. To be genuinely interdisciplinary, instructors from the several disciplines must plan and teach together and engage in dialogue and exchange between themselves and with students. If team members merely "take turns" in guiding instruction at different points in the course, or even are present only at certain times, the goals are not attained and the teaching-learning process suffers; students then view the study as consisting merely of segmented units rather than being truly interdisciplinary. Thus it seems necessary that all members of the teaching team be present and participate all or most of the time. Even with these difficulties, it is hoped that the entire college can do more in the future in developing interdisciplinary studies. A college such as this, with a relatively favorable student-teacher ratio and continuous interaction between the several faculty members, can probably carry out this kind of effort more readily than many schools.

4. Interim Term Offerings. The division approached the first Interim Term (1969-70) with the idea that offerings should be as varied as possible with respect to both content and methodology. Division members participated in seven different courses during the first Interim Term. Four of these were interdisciplinary in nature:

psychology and speech; history, sociology, theology, and natural science; history and sociology; psychology and natural science. One course was intercultural and included travel to Mexico. Three of the courses took the students off campus and out of the city for part of the term. One course was almost entirely "non-academic" and involved students in a group interaction experience.

In the second Interim Term (1970-71) three of seven courses offered by division members were interdisciplinary: sociology and theology; history and natural science; psychology and physical education. Another offering was intercultural, again offering travel to Mexico. Other offerings included a standard on-campus course with a three-day inner-city experience, a course treating special social problems (suicide, abortion, homosexuality), and a repeat of the group interaction program.

Assessment

The general evaluation of these learning experiences has been favorable on the part of both students and instructors. Courses involving off-campus experience and group interaction were especially significant as judged by student interest and feedback. With the rapid turn-over in student population at this college, some of these courses could be repeated many times. It is believed that Interim Term offerings should, as much as possible, deal with topics and provide learning experiences and methods which cannot be used in a regular term, such as extended field trips, unusual scheduling of class meetings, and foreign travel-study programs.

5. Independent Study. The purposes of independent study were described in the general description of the curriculum above. Three types of independent study opportunity are offered within the division: (a) Certain regular courses may be taken by independent study by the highly motivated and capable student who wishes to set for himself a high level of attainment and to go beyond standard requirements. (b) The student may undertake independent study of special topics and problems, for which no regular course exists, in place of an elective course or in certain cases in place of a regular course. Such study is intended to enable the student to gain experience in formulating and developing a significant study project and carrying it through to completion. Responsibility for initiating such independent study projects and for securing a supervising staff member rests with the student. (c) Independent enrichment studies ("mini-courses") for two or three term hours credit are provided to enable students to broaden their education in areas of interest to them. Topics are identified either by individual staff members or by students who make a specific request of a faculty member.

A survey indicates that less than 5% of the students enrolled in regular courses normally choose to pursue a course on an independent study basis. The most popular form of independent study to date has been (b) above, involving special topics and problems: in the 1969-70 Interim Term, ten students pursued such projects and in the

1970-71 Interim Term, eleven students did so, all supervised by members of this division; fewer than five students per year selected this kind of independent study during regular terms. In the two-year history of the program only three students have chosen to pursue (c) above--enrichment studies--in this division; areas of interest have involved such topics as minority groups, youth problems, drugs, and law enforcement.

Assessment

In evaluating the division's experience to date, it was found that almost 90% of the students pursuing independent study programs within the division are also taking their concentration in one of the disciplines of the division. This seems, therefore, to be a way students extend and deepen their concentration experience. Overall there is a positive reaction to the experience among staff members who have supervised independent study. They express the view that it generates self-motivation in students, stimulates the highly motivated and gifted student to higher levels of achievement, provides opportunities and flexibility which cannot be met in regular courses, and permits evaluation procedures which are more creative and personal than typical course examinations. On the negative side, instructors report a variety of misgivings: students sometimes take independent study courses only to obtain a more favorable schedule for personal or employment reasons; adequate supervision of independent study programs is demanding and time-consuming for the supervisor; some students appear to lack the ability to carry through a self-directed program effectively. Independent study of a regular course has been felt by some instructors to be unsatisfactory in some cases primarily because of the loss which results from lack of regular interaction with other students and with the instructor. The exception to this has been the high ability student who is motivated to achieve more than is required in the regular course. It has been concluded that careful screeing of students and exploration of their purposes and motivation for independent study, on the part of a potential supervising instructor, before the instructor agrees to serve in this capacity is needed if the experience is to be optimally beneficial to the student and mutually satisfactory to student and instructor.

6. Other Division Studies. In the course of activities this year the division addressed itself to two questions related to curriculum and instruction: one question concerning the relative proportion of liberal arts and theology elements in division offerings, the other question concerning the results in instruction of having staff members with part-time teaching loads by virtue of carrying administrative responsibilities. The second question was deemed particularly relevant because five division members have administrative responsibilities--two with 12-month major administrative responsibilities and half-time teaching load, one with 10-month administrative responsibilities and half-time teaching load, and two who carry lesser administrative responsibilities and a full teaching load.

To get at the first question a division member created a novel rating instrument. While it is not validated in terms of usual standardization procedures, it does offer an intriguing approach to getting at a difficult question. Basically, instructors of the division were asked to locate each course they teach on a scale. The scale assumed a hypothetical continuum between two "conceptual poles." One pole was labeled "pre-ministerial, theological" and defined as "distinctive elements and methodology of the course determined by the nature of students' vocational intent as professional ministers." The other pole was labeled "liberal arts" and defined as "the methodology you would use to teach the course in any secular college or university." The nine instructors of the division rated the 39 courses offered in the division. Two variables were cross-tabulated: courses and instructors. The findings indicate that there is relatively high agreement among instructors as to the relative proportion of theological and liberal arts elements in courses. On a 10-point scale, with 1 representing the theological pole and 10 the liberal arts pole, the mean rating was 7.9. Instructor ratings of their own courses ranged from 6.3 to 9.3 when tabulated by instructor and from 7.2 to 8.6 when tabulated by academic disciplines. It seems clear that by and large the instructors and courses are oriented more toward liberal arts than theological emphases, although the future professional intent of the students is not ignored.

To solicit opinions of division members on the second question, one member conducted interviews. The investigator concluded that the performance of administrative duties helps a teacher to understand the school's administrative operations while service as a teacher provides a clearer understanding of students and the teaching-learning process than he would have if he were a fulltime administrator only. On the negative side, the investigator concluded that the teacher-administrator sometimes feels over-burdened and as a result he must assume what seems to be an overload or resolve the conflict by short-changing one of his functions. The investigator concluded that the advantages of the dual function warrant continuing this practice. He also suggested that it would be desirable to review positions annually to determine whether even greater adjustment might be called for in loads, salaries and fringe benefits in relation to the total responsibilities placed upon individuals than is the case in current practice.

7. Possible New Directions and Developments.

Psychology. One suggestion under study is that there might be more emphasis on the history of psychology so that the student gets a better perspective of how psychology developed as a discipline, how current thinking in the field was generated and evolved, and gain a greater understanding of its interrelationship with other social sciences. A second suggestion is that comprehensive examinations be used in order to give the student greater freedom to pursue the field on his own. It is believed that this could be especially useful in the introductory course; the student could fulfill basic

requirements of the course by passing such examinations in various sub-areas and then move on to other areas of his choice for deeper penetration. This possibility is under active consideration for adoption beginning with the 1971-72 school year. Finally, it is suggested that larger segments of the psychology course could be made experiential; that is, students could be engaged in projects which demonstrate the content and procedures of psychology. For example, a student might do a project in the field of perception or perform a learning experiment. This would especially strengthen the General Psychology course. It would also fit in well if the move is made to adopt unit comprehensive examinations. Once the student has passed the examination in a given area, he could pursue a special project.

Sociology. The sociology staff is contemplating requiring a senior thesis as a major requirement in the concentration as a means of combining theoretical elements with experimental and research skills. This would involve a full-scale empirical research project, distributed over the three-course sequence of the concentration. In the first term the student would pursue a one-hour per week unit in research methodology and produce his research proposal. In the second term he would gather the data for the project. In the third term he would complete the study with analysis and a written report of the research.

Economics. Studies are currently under way to explore the possibility of adding further electives in Economic History of the United States, History of Economic Doctrines, Comparative Economic Systems, International Economics, Corporate Finance, and Labor Economics and Personnel Administration. If interest in this field on the part of students continues to grow, and if staffing permits, such offerings may eventually be developed into a concentration program.

History. The area option, elective, and concentration offerings in history have been primarily in American and European history. Courses which are non-Western in whole or in part are Soviet Russia, Rise of Chinese Communism, and Trends in Chinese Thought. With the help of supportive staffing from other divisions, it has been possible to offer electives in ancient Near Eastern and classical history and the history of Latin America. History staff members believe that curricular planning for the future should give top priority to non-Western studies. Asia, Africa, and Latin America are in need of greater emphasis. This is held to be true not only for contemporary liberal arts education in general but particularly so for this college because of the mission and involvement of the church in the world at large.

Division of Natural Science and Physical Education

The Natural Science Area

1. Curricular Developments. The two required courses, one in the junior year and one in the senior year, have been replaced with area options. Junior students may choose either Human Physiology (which replaces the former Human Body course), Human Physiology with lab, Human Heredity, or Human Ecology. Since the courses were introduced in the 1969-70 school year the largest enrollment has been in the Human Ecology course which has been designed and developed to meet current interests in environmental problems.

   The Human Physiology with lab course is intended for potential concentrators.

   In the place of the previously required single course in History and Philosophy of Science students have the option of choosing History of Science, Development and Logic of Science, or History and Philosophy of Science. At present the largest enrollments are in the History of Science course.

   Three new electives have been offered in the department: General Cytology, which is intended chiefly for concentrators; History of Medicine, a broad liberal arts course; and College Algebra, intended to provide some training in mathematics. A course in the History of Evolutionary Ideas intended as an alternate to Evolution has not been in demand and will not be listed in the catalog in the future unless there is substantial demand for it.

2. Interdisciplinary Studies. The senior option, Development and Logic of Science is taught as an interdisciplinary course. Participants include a historian of science, a philosopher with training in the philosophy of science, and a social scientist. Currently the course is still in experimental stage. Student evaluations have indicated satisfaction with the course. The chief difficulty so far has been to integrate social science material into the general framework of the course. Manpower has also been a problem so far as the social science department is concerned.

   Interdisciplinary courses have also been taught both in 1969-70 and in the 1970-71 school year during the Interim Term. These courses have involved members of the natural science division with members of the social science division and of the theology division.

   In the opinion of the division interdisciplinary approaches have generally proved useful and successful.

3. Independent Study. A modest beginning of independent study offerings has been made by the division. Of regular courses History and Philosophy of Science has been offered twice, History of Science once, Evolution three times, and Cytology once by independent study.

   During the Interim Term of the 1969-70 school year four students pursued independent study projects and during the 1970-71 Interim Term two students pursued independent study projects. All of these Interim Term projects dealt with environmental problems. Thus far results with the independent study projects have been very satisfactory.

4. Use of Student Feedback Devices. All of the instructors have employed student evaluation devices from time to time. One instructor has used a standardized student evaluation sheet; other instructors have developed their own. Copies of these are on file in the office of the academic dean.

   In general the devices have sought to evaluate teaching methods and course content. Instructors have modified their courses as a result of these devices, reducing sections of the courses which students evaluated as having little significance and expanding topics in which the students expressed considerable interest.

5. Evaluation by Concentrators Who Have Graduated. An attempt to evaluate the concentration by soliciting opinions from concentrators who have graduated was made in the fall of 1970. Individuals who had done graduate work either in biology or medicine were identified, and these were asked to evaluate the courses of the concentration. In general students expressed satisfaction with the quality of instruction and with the course content. They felt that courses at Concordia Senior College were better taught and more challenging than courses in biology which they had taken on other campuses.

   Several of them had suggestions for improvement. It was felt that the area of cytology and microbiology should receive some attention; this is now being done through electives. It was also felt that there was no need for both plant and animal ecology: in the spring of 1970-71 the courses were combined and team-taught as a single course on an experimental basis.

The Physical Education Area

The total physical education program of the College includes the required physical conditioning course (or Prescribed Exercise for those students who are thus assigned by the college physician because of physical limitations), elective sports activities, the intramural sports and the intercollegiate athletic program.

A description of the purposes and objectives of the physical education instructional class program is found on pages 68-69 of the 1971-72 college catalog.

In the physical education class program each student receives instruction and practice in physical conditioning and many then choose to receive instruction in various other sports activities which have carry-over value and should help make college and after-college life more fruitful and enjoyable. No credit is given for any of the sports activities. Formerly 1-hour credit was given for Physical Conditioning, and 1/2-hour credit was given for each of the activity courses.

During the 1971-72 school year instruction and practice in most of the elective sports activities will be offered in connection with the Intramural Sports program. This will be done through clinics which will feature instruction in skills of each sport, rules interpretation, strategies, etc. These clinics will be offered prior to intramural competition. The physical education staff will offer additional instruction to any students interested in furthering their skills. It is hoped that more students will benefit from this approach. Swimming instruction will be given on a regular basis, in the former way.

One member of the staff conducts all of the physical conditioning courses. Both members of the physical education department serve as instructors for elective sports activities.

D. Organization of Instruction[26]

The overall curriculum structure was described in Section C of this chapter (above).[27] Within this structure the college provides a variety of teaching-learning arrangments and processes to accomplish the desired purposes.

1. Class Sizes. As an upper level institution with very adequate staffing, the college is in a position to take full advantage of relatively small classes and give considerable personal attention to each student. Courses and course sections are offered and faculty deployed, so that basic studies which place primary emphasis on cognitive learning have modal enrollments of 24-30 and those where development of attitudes and values is central have modal enrollments of 12-18. Enrollments in advanced courses reflect student interest. The college seeks

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[26]Student evaluation of courses and instruction is provided in Basic Institutional Data, Section I, pp. 36-38. Data on student achievement are furnished in Basic Institutional Data, Section I, pp. 18-19.

[27]Additional information supplied in the document, Curriculum Modification Proposals, December, 1968, and in the college catalog and Student Academic Guide.

to set a minimum enrollment of 10 for any course, but exceptions must be made in areas where the best interests of students and church body needs warrant offering courses with less than the minimum (i.e., elementary theology and language service courses for transfers from non-affiliated colleges, advanced language and science specialties).

Following is a tabular summary of average enrollments by course types during the past two years.[28]

	Division				
	Theology	Letters, Arts	Lang/Lit.	Soc. Sci.	Nat. Sci.
Required Courses					
1969-70		20	22	24	
1970-71		20	22	28	
Area Options					
1969-70	18	21	17	19	18
1970-71	22	21	16	26	20
Concentration Courses					
1969-70	12	12	10	16	7
1970-71	23	13	10	21	4
Elective Courses					
1969-70	18	9	9	16	6
1970-71	18	10	11	18	9

It is too early to discern any overall enrollment trends. The one thing that is clear is that student interest is growing perceptibly in the behavioral social sciences and to a degree in theology. This is not immediately evident from the average course enrollment data above, since additional sections are provided to meet this increased interest.

2. Flexible Class Schedules.[29] In the spring preceding the following academic year, instructors indicate the preferred arrangement of class meetings for courses they will teach to accomplish the course objectives. During regular terms in 1969-70 two double periods each week were utilized for 70 courses/sections, one double plus two single periods each week for 35 courses/sections, and four single periods each week for 163 courses/sections. In 1970-71, the following meeting arrangements were used: 153 courses/sections used two double periods weekly and 101 courses/sections met four single periods per week. (Faculty members came to prefer two double

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[28]Complete data are available in each annual report of the academic dean.

[29]Additional information supplied in the annual reports of the academic dean, available on campus.

periods weekly to the one double period plus two single periods.) In addition a few science courses with laboratories utilized single or double period lecture sessions plus two or three extended laboratory periods.

In the Interim Term in both years, each instructor was assigned a single classroom for the exclusive use of his class; accordingly instructors met with their students throughout each day of the Interim Term as decided upon by the group.

3. Class Management.[30] To provide flexibility and creativity in the organization and management of the teaching-learning process, and with the belief that ways of organizing formal learning experiences (courses, schedules, class meetings) are means to help attain specified ends, each class is organized and conducted by the instructor(s) in ways that contribute best to the attainment of objectives. The instructor establishes, announces and administers class meeting and attendance policies and arrangements. Each day the dean of student affairs circulates a list of students who have presented valid "excuses" for absence from class, but it is the instructor's responsibility to deal with students who are absent from class in a manner judged to be in the best interest of the individual student and class.

4. Meeting Individual Interests and Needs.[31] In most regular course offerings, instructors adjust learning experiences to meet individual interests and needs in a variety of ways: special or remedial help, enrichment activities, individualized supplemental reading and research or creative papers. In addition the college offers opportunity to take regular courses, special elective topics not offered as courses, individual and group enrichment studies ("mini-courses"), and honors work. The following summarizes two years of experience with these special arrangements.

1969-70:	Twenty-two (22) students completed 19 regular courses by independent study.
1970-71:	Twenty-one (21) students completed 16 regular courses by independent study.

(These figures do not include courses meeting in regular sessions which may also be pursued by independent study.)

1969-70:	Sixty-seven (67) students completed 47 four-hour elective studies (special topics).
1970-71:	Sixty (60) students completed 49 four-hour elective studies (special topics).

1969-70:	Eighty-seven (87) students completed 37 individual and group "mini-courses."
1970-71:	Seventy-one (71) students completed 28 individual and group "mini-courses."

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[30] Ibid.

[31] Detailed information, by terms, is provided in the annual report of the academic dean, available on campus.

1969-70: Seventeen (17) students completed special honors work projects.
1970-71: Five (5) students completed special honors work projects.

5. Interim Term. The Interim Term has proved to be a successful program and has apparently accomplished the purposes for which it was established. In addition to the value it has in and of itself as an "immersion" type of learning experience, it has given faculty and students opportunity to use different kinds of learning forms and strategies (interdisciplinary studies, travel-study/extended off-campus programs, field-based independent study projects, and the like).

Immediate follow-up evaluations have been conducted after each of the two Interim Terms offered thus far.[32] A nineteen-item instrument was randomly distributed and completed by 60% of student body and faculty. Each item provided a seven-point scale, ranging from very satisfactory (1.00) to very unsatisfactory (7.00). The grand mean score of students in 1970 was 2.15 and in 1971 was 2.35; faculty grand means in the two years respectively were 2.21 and 2.51. On no item was the score "average" (that is, 4.00); many were from 1.00 (highest possible) to 2.00. Informal feedback supported this high estimate of the value and success of the Interim Term program.

Assessment

The course enrollment data supplied above provide the basis both for appreciation and for concern: appreciation that the college is in a position to offer a very favorable student-teacher ratio and to provide opportunity for considerable in-depth, personal attention to students; concern that this very strength is a source of relatively higher unit costs, whether measured in terms of credit hours produced by FTE faculty or in terms of per credit hour costs. The present faculty was assembled when the college enrollment was 25% higher than it currently is. The sponsoring church body has given concrete evidence of its willingness to support a quality program for its upper level pre-seminarians. Nonetheless, the college is now engaged in studies of ways to expand its service and to make its program available to a greater number of qualified students (see Chapter VII).

Instructors and students appear to be well satisfied with the variable class schedule. Only in a few cases did the exigencies of schedule-making "force" an instructor/class into a meeting arrangement which was not the preferred arrangement (i.e., meeting in four single periods weekly when the instructor would have preferred two double periods per week). Arrangements for the organization and management of learning likewise seem to meet the overall best interests of instructors and students in relation to the objectives and learning experiences of a

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[32]Total instrument and complete data available on campus.

course; they do not, of course, eliminate unwarranted absences from classes or other actions not in the student's best interest, but responsibility for dealing with such cases is clearly and explicitly given to the instructor. Students have responded quite well to the opportunities provided through various forms of independent study and, given the slightly lower overall college enrollment in 1970-71 from that of 1969-70, the percentage of participation is approximately the same for both years. Only in the pursuit of honors work did participation drop from 1969-70 to 1970-71, and this is a matter of some concern since the number of qualified students (who must have a 3.5 G.P.A. in the field in order to qualify for such honors work) was no lower in one year than in the other.

V. Student and Community Life

The college views the quality of personal and community life on the campus as a major factor contributing to the student's spiritual, mental, physical, cultural and social growth. The organization of campus life, the programs and services provided for students, and the range of co-curricular activities developed over the years seek to provide an environment and "press" which encourage individual growth within a framework of stimulating interpersonal relationships.

A. Student Life and Co-curricular Programs, Activities and Services

1. The Organization of Student Life. The persons sharing in community organization and life at the college are faculty, students and student personnel administrators. The faculty is charged with the responsibility of developing "policies, standards, and programs for the out-of-class life and activity of its students" (Lutheran Church-Missouri Synod Handbook, 6.61c). At Concordia this responsibility is mediated through the Student Life Policies Committee, which reviews, revises, and recommends policies governing student life to the faculty.[1] During the past decade many of the changes in values and expectations of American college students have been reflected in Concordia's student body. The activities of the aforementioned faculty committee (with student members) reflect the college's interest in providing a campus environment consistent with the specific purposes of the school and the changing needs of the student body and society as a whole.

   A major compoent in the organization and conduct of student life is student government. Another major source is the program of student personnel services administered by the dean of student affairs office, assisted by resident counselors.[2]

Assessment

One of the major strengths of student life is the organizational structure that has developed. Dormitory facilities and student leadership programs of the "dorms" lend themselves to the development of cohesive groups. If the dormitories at times fail to provide the sense

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[1]See Chapter III, p. 33 and Basic Institutional Data, Section I, pp. 6-7.

[2]See Chapter III, pp. 33-38.

of "community" they might, the failure is inherently human and personal rather than structural. The key factor appears to be student leadership. Recognizing this the dean of student affairs has attempted to provide means of developing student leaders, including orientation programs for dormitory leaders and group-encounter sessions for whole dormitory groups.

The Student Senate, composed of dormitory representatives, is a relatively strong organization. Representatives of this body serve as full members of major standing committees of the faculty, thus enabling the senate to be active in and informed about major decisions affecting the academic and social life of the school.

The resident counselor program has been a major strength in the total life of the campus. Because the resident counselor is not usually involved in disciplinary action, he provides students with a reliable and confidential source of guidance and counsel. The success of this program is dependent upon the counselor and the particular skills and insights he brings to his role. As with any other program, the resident counselor program should receive critical review from time to time.

2. Student Services. Major college services to students include counseling and guidance services, housing and dormitory life, food services, health services, and financial assistance.

   a) Counseling and Guidance. See Chapter III, pp. 36-37.

   b) Housing and Dormitory Life. See Chapter III, p. 48.

   c) Food Services. Meals are prepared and served in the college dining hall through a resident catering firm, which also provides services for banquets and special occasions. A student "Food Service Committee" meets regularly with the catering firm management to discuss menus and student food preferences.

   d) Health Services. The college health center contains facilities adequate for most health needs of students. It is staffed by a college physician, a fulltime registered nurse, and student orderlies. Regular hours are kept and the nurse is on call at all times.

   e) Financial Assistance. The program of providing financial assistance to students is directed by the financial aid officer assisted by a faculty scholarship committee. There are two sources of financial assistance available to students: college and non-college. In 1969-70 the college provided $42,448.00 in financial assistance to students in the form of service scholarships, grants-in-aid, merit scholarships, and Synodical high school scholarships. In addition, non-college agencies, such as Synodical districts, individual congregations, church organizations, and other sources provided a total of $103,121.00. Thus $145,000 was made available to students in 1969-70 for financial assistance.

Assessment

Student evaluation of the services provided by the college indicate that, in general, students are well-pleased with the physical arrangements and the services offered. One weakness that has received considerable attention is the need to provide students with more suitable central recreational and social facilities. The administration has taken steps to improve this situation. In 1970 addditional equipment was purchased and some redecoration of the Student Commons was completed. A consulting architect has been retained and expansion and remodeling of the Commons area has been implemented in the summer of 1971 at a cost of about $15,000.

3. Student Life Policies and Practices.

a) The Honor Principle. Assuming that the student is a person of sincere Christian commitment who can be trusted to demonstrate personal integrity in the classroom and on the campus, the college operates with an "honor principle." Examinations are not monitored. Students who observe breeches of trust are encouraged to deal with the erring student on a personal level. To say that the honor principle is adhered to by all students would be naive. The principle is, however, an essential part of the student's relationship to faculty and to other students. It provides a basis for responsible interaction in which individual freedom is tempered by a respect for the rights of others.

b) Student Life and Conduct. Student life at the college is in great degree free from rules and regulations. A limited number of policies govern student life. Persons who fail to live up to these policies are dealt with first by fellow students, then by the resident counselor and, in the extreme, by the dean of student affairs.

Assessment

One of the on-going problems at the college is the difficulty of involving students in campus-wide activities. Perhaps in 1971 the idea of "school spirit"--an interest in and loyalty to the school--is anachronistic. The fact that while students are able to identify with dormitory mates but have difficulty in relating to students in other villages and to the institution appears to be a problem to some students and faculty members. This condition results in what some feel to be a general lack of total community expression, an indifference that is manifested in the failure of the college to build certain meaningful traditions.

If indeed there is a problem in developing "school spirit," the difficulty may be in conditions that are part of the very nature and organization of the college. First, the college is a pre-professional liberal arts school. This means that its students often view the college as a way station on the path to a professional degree. For some it becomes a hurdle that must be overcome. Second, the problem of establishing "meaningful traditions" is accented by the two-year nature of the school, where each

year approximately 50% of the student population is composed of "new" students. Many of these students have developed an initial loyalty to their junior college. (It should be noted, however, that graduates of the Senior College generally speak highly of the institution after they have graduated and many continue to show interest in its welfare.) Third, the college has no women students. For many students and faculty this means living in a somewhat unnatural situation. With young people marrying at an even earlier age, the male nature of the college's campus life becomes a burden for an increasing number of students. A recent policy change which allows students to enter if married and to become married while at college has been a significant shift. Moreover, the college has been authorized to develop meaningul educational programs for women and thus has the potentiality of becoming a co-educational institution.

The college is at the present time engaged in planning for its future development (see Chapter VII). These three issues have been and are being considered in the planning process.

4. Co-curricular Programs.

a) Campus Activities.

Convocations. Each year the various academic departments, on a rotating basis, suggest guest speakers to be invited to the campus to make a major presentation to students and faculty. Coordination of the program is carried out by the director of convocations assisted by a faculty Convocations Committee. The format of this program is being revised so that fewer speakers spend a longer period of time on the campus; the intent is to provide not only for a public lecture but also for increased interaction of the guest with students and faculty.

Visiting Fellow. Once each year a recognized scholar who can relate theological and cultural topics is invited to spend part of a week on the campus. The Visiting Fellow delivers two or three public lectures on a single theme, participates in classes, and is available to students for informal exchange throughout his stay. This program has been successful both in the scholars it has brought to the campus and in the response it has received from students.

Visiting Pastors. The Visiting Pastors program brings two or more prominent Lutheran clergymen to the campus for a week each year. In addition to a series of formal presentations the Visiting Pastors conduct worship services, visit classes, and make themselves available for conversations with interested students. Student evaluations rate this program highly.

Music. The co-curricular music program is designed to develop individual talents, provide opportunities for growth in the appreciation of music and for Christian service, and to provide

the campus community with a set of rich and meaningful artistic experiences. In addition to the College Choir, the Cantata Singers and occasional student-organized music groups perform. (see Chapter IV, pp. 73-75)

Drama. The Concordia Senior College Theater has developed an active drama program. In the past ten years 141 plays have been presented on the campus. In addition, the drama organization has been involved in chapel services (chancel dramas), choir tours, and in numerous presentations before various community and service organizations.

Intramural and Intercollegiate Athletics. Besides offering instruction in physical conditioning and sports activities that have "carry-over" value, the college conducts an intensive intramural athletic program and a broad program of intercollegiate competition. The intramural program has been consistently rated by students as one of the outstanding features of campus life and each year some 90% or more of the student body participate in some phase of the program. The program is organized and conducted largely by students. The intercollegiate program includes competition in soccer, basketball, baseball, track, tennis, and golf. The college is a member of the Mid-Central Conference.

Publications. The Student Association sponsors two student publications: the Spire, the campus bi-weekly newspaper, and Triangle, a literary magazine. The Spire provides a forum for the discussion of campus issues and current events on campus and in the nation. The Triangle affords an opportunity for student expression on current affairs and for creative writing and art. Both publications are student operated and financed and both have received numerous collegiate awards. Each has a faculty sponsor but students are permitted broad freedom of expression within the bounds of accepted standards of taste.

Art. The campus art program features permanent art installations, temporary exhibits, and an instructional program. The growing permanent collection at the college has followed a carefully designed program of acquisition. These art works are placed at appropriate locations on campus and are a part of the daily scene. The college also provides for a new temporary art exhibit each month of the school year featuring works in various media by local, regional, and national artists. A relatively recent development is the instructional program.[3]

Religious Life. In a very real sense, college campus life revolves around Kramer Chapel and the religious and devotional life of the community. The two major aspects of community religious life are the formal worship program (treated below) and the program of student Christian service projects. The

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[3]See Chapter IV, pp. 75-77.

latter includes religious topic forums, an annual mission emphasis week, and a Christian outreach-personal encounter program, coordinated on campus, through which students participate in activities of local institutions and congregations. The forgoing programs and projects are sponsored by the student Religious Life Committee.

b) Off-Campus Activities.

Community Relations, Social Concerns. The community relations and social concerns programs have grown out of the desire of students and faculty to participate in meaningful community action programs. Student initiative has led to the development of a number of programs, both enduring and short-lived, which have involved a relatively large number of students.

Off-Campus Religious Activities. Concordia students involve themselves in the life and worship of local congregations. By participation in choirs and Sunday school staffs or working with young people, students broaden their experience and make contributions to the programs of various Lutheran parishes.

c) Informal Social Activities. The student body, with cooperation of the college, sponsors a number of mixed social activities. Among these are the Spring Festival, the River Forest Weekend, dances on the campus, social-cultural dinners, and similar affairs that bring young women to the campus. College policy also permits open house activities and visiting hours in dormitories when women may be hosted by college students.

Assessment

In general the co-curricular programs at Concordia appear to be meeting the objectives described for them. The factor of reduced student interest and participation in a great number of convocations each year has led to revamping the convocations program to offer fewer but more intensive and extensive events. Budgetary considerations in an inflationary economy likewise have contributed to reviewing the number of convocations scheduled and restricting the number of musical performances by visiting artists, especially since there has been a decreased return in terms of student participation.

At the present time a review of the intercollegiate athletic program is under way. A major question here is that of membership in the Mid-Central Conference, some of whose member schools, it appears, offer athletic scholarships (which is contrary to the policy of Concordia Senior College).

Student life at Concordia, as at most colleges, is as rich and varied as students wish it to be. Concordia's administration and faculty have been receptive to student initiated programs. At times the major problem in creating a stimulating campus environment seems to be that of student apathy and privatism. As a two-year, male, pre-professional school,

Concordia faces certain limitations. Its facilities and organizational structures and programs provide the basic requirements. The rest depends upon its students.

B. Campus Worship Life

1. Purpose and Organization. The worship policy states that worship is the total response of the individual to God's saving acts in Jesus Christ, and therefore involves the Christian's total commitment to God. In the broadest sense worship is not just a compartment of the individual's life on this campus--his every act and even his presence on this campus is to be an act of worship. Concordia Senior College strives to be more than an academic institution, since the educational task is a part of the worship life of all those involved, the life lived in response to God's grace. It is with this basic presupposition that the first objective of the College is stated:

> Concordia Senior College seeks to develop mature Christian personalities in whom knowledge and understanding of the Scriptures and Christian truth and of the history and functioning of the church are joined with personal faith in Jesus Christ as God and Savior. Its resources are directed to the cultivation of Christian living and all Christian virtues and to the strengthening of the student's intent to serve in the Lutheran ministry.[4]

The campus worship program comprises the organizations and activities through which the college attempts to assist the common worship life on all levels. By providing regular and frequent opportunity and encouragement for the members of the community to devote themselves, both publicly and privately, to the hearing of God's word and to response to that word in confession, prayer, praise, and thanksgiving, the College seeks to provide opportunity for the Gospel to work in the hearts of all its members and thus impel them to renewed lives of love and service to both God and their fellow man.

Active administration of the worship policy is the responsibility of the dean of worship, who is appointed for a four-year term by the president of the college. The dean is assisted in his duties by the worship committee, a sub-committee of the Student Life Policies Committee comprised of both students and faculty, by the Student Religious Life Committee, and in the routine operation of the chapel by the Student Chapel Committee.[5]

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[4]Concordia Senior College, Announcements for 1971-72, p. 13.

[5]See the Worship Policy (a copy of which is on file), pp. 2-4, for a detailed listing of the organization.

2. Programs and Practices. Corporate worship services for the entire community are conducted in Kramer Chapel under the leadership of various faculty members each morning when school is in session. Faculty members are encouraged to involve students in the planning and conduct of such services to the degree they consider fruitful. Student-led devotions for the entire community are held in Kramer Chapel on Tuesday, Friday, and Saturday evenings. On the remaining weekday evenings devotions are conducted in each dormitory lounge by a member of the dormitory, and occasionally upon the invitation of the dormitory by faculty members as well. Most dormitories also conduct such services on other days when no corporate service is planned.

Holy Communion, for which the 1960 Self-Study indicated there was considerable sentiment, is now offered to the campus community at one service per week. In addition, in keeping with the tenor of the worship policy, individual dormitories and villages may arrange through their counselor for special celebrations of the sacrament.

On both a campus-wide and a dormitory basis, students who conduct devotions do so on a voluntary basis. Students may also volunteer to serve as lectors and, through the religious life chairman in their particular dorm in the course of the year, as ushers and acolytes also.

In keeping with the spirit of the worship policy, and at the repeated request of students, constant attempts have been made to provide for the involvement of a greater number of students in the worship services and to provide suitable variety from day to day. Students have been permitted to lead more worship services. During 1970-71, at the suggestion of the campus religious life chairman, two dormitories participated in the planning and conduct of a full week of services each. In both cases the results clearly indicated the great amount of time, energy, and dedication which the students expended in preparing for the services. Considerable attention has also been devoted to arranging for a more active involvement of the congregation in all types of services.

With the adoption of the new worship policy, the dean of worship's duties were broadened to include corporate devotions and education related to worship throughout campus.[6] In attempting to fulfill this obligation, a worship library has been instituted in a special section of the library containing important but more ephemeral items for use in preparing and conducting various types of devotions, and a special listing of the locations of other library materials on worship has been provided. An up-to-date selection of worship materials is kept available in the college bookstore. A selection of devotional readings for the week is distributed to all students and faculty members each week, together with a brief discussion of

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[6]Worship Policy, p. 3.

the week within the church year. On occasion other items are suggested for reading by the dean of worship, and appropriate reading guides supplied. Normally some one hundred students respond favorably to such a suggestion.

Assessment

The college community can be justly proud of the over-all quality of the worship experiences which it makes available to its members. College worship life has been enhanced by the dean of worship, who has encouraged the development of rich and varied worship experiences. There is good reason to doubt whether the consistently high quality of the music offered, the preaching, or the active involvement in the production and use of meaningful new forms of worship, is often exceeded elsewhere. Surveys taken in 1960 and 1969 indicate general recognition of the high quality of these services among the student body and faculty. Student-led devotions are also of a generally high quality. Most schools would be extremely envious of the high level of participation in the corporate worship life which the college enjoys.

Nevertheless, chapel attendance has shown a steady decline since 1960. In 1960 the average attendance, for the first ten weeks of the year was some 79%, while in 1969 average attendance for the same period was about 55%. Both student feedback and the results of recent experimentation reveal that this decline is not so much the result of the quality or type of service offered as it is a lack of spiritual commitment and, in keeping with the emphases of the younger generation today, the desire on the part of many to deprecate the church and other institutions, to "go it alone" and "do their own thing." While there is no easy solution to this most vexing of problems, which extends far beyond the concerns of worship in the narrower sense, it appears that nothing other than a continued and renewed interest on the part of individual students and faculty members can recover and maintain the dynamic sense of community required if the school is to achieve its objectives in the area of the total worship life, the impetus for which is to be derived largely from corporate and private worship.

Student members of the committee in particular have indicated a desire for greater concern for this problem on the part of the faculty. It was also suggested that the student's professional intent and Christian life should be dealt with more frequently from the pulpit. A "mini-course" on the ministry was suggested as a further possible remedy for the apparent lack of spiritual commitment which was considered to lie at the base of the problem.

Since the worship policy which is now in effect was adopted only relatively recently--and that after more than two years of intensive study--few additional problems have surfaced since that time. However, as a result of this self-survey some changes have been proposed in the policy guidelines and will be presented to the faculty for action at an

early date. Both faculty and student representatives of the committee have also suggested minor changes in the organizational structure of the Student Religious Life Committee to assure more effective implementation of the work on the dormitory level. With such minor adjustments accomplished, there is good reason to believe that future efforts should be directed toward greater involvement on the part of the worshiper through a better understanding of the nature and purpose of corporate worship, through which a more meaningful participation becomes possible.

VI. Conditions of Faculty Service

A. Appointment, Advancement, and Tenure Policies

1. Appointment. Faculty appointment policies and procedures are described in general terms in Chapter II, p. 1, and in greater detail in Basic Institutional Data, Section I, p. 23.

2. Advancement and Tenure.[1] Instructors are appointed for two-year terms; they may be reappointed more than once. Assistant professors are appointed for four-year terms; if reappointed, tenure is automatically granted after the completion of the seventh year of creditable service. The Board of Control may decline to renew the appointment of a faculty member without permanent tenure at the expiration of the term of appointment. If reappointment of an instructor or assistant professor is not contemplated, the Board of Control shall so notify the faculty member, through the president, at least six months prior to the expiration of the current appointment. Associate professors and professors hold indefinite (permanent) tenure.

   No faculty member who has been granted tenure and no faculty member without tenure at times other than upon the expiration of the term of his appointment shall be removed from the faculty except for cause and by due process. The only causes for which a faculty member may be removed from office, other than honorable retirement, are professional incompetency, incapacity for performance of duty because of physical or mental or emotional disabilities, refusal to cooperate, neglect of or refusal to perform duties of office, conduct unbecoming a Christian, and advocacy of false doctrine. Provisions of "due process" are described in detail in the Synodical Handbook, 6.78-80, and embody procedures advocated by the American Association of University Professors and generally practiced in institutions of higher learning.

Assessment

Procedures for appointment of faculty members have been generally effective. The college has been able in most cases to identify and appoint persons who possess the educational, professional, and experiential

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[1] Details on advancement criteria and a summary of past advancement actions are supplied in Basic Institutional Data, Section I, p. 30.

qualifications deemed desirable for its purposes and programs and who discharge their responsibilities with dedication and effectiveness.

The college has endeavored to take account of the effectiveness and service of faculty members in a number of ways, also through academic advancements at appropriate times and in accordance with its policies and with current practices in higher education. There are two chief problems with advancement procedures: (1) Although advancement criteria can be established with reasonable detail, and the college places heaviest weight on teaching effectiveness, it is difficult to secure fully reliable data on which to base judgments. This, of course, is a universal problem in higher education. Here the smallness of the institution, the immediacy of both formal and informal student feedback processes, the intimate interaction of faculty members and administrators, and the participation of the faculty advisory committee all help contribute useful input. (2) The very qualities that make for reasonable faculty strength and stability--appointment of relatively mature and well-prepared staff members, commitment to the college's mission and program, generous study leave arrangements and subsidies enabling staff members to pursue advanced study programs, reasonable teaching loads which provide opportunity for effective instructional preparation and scholarship--make it wholly warranted for advancements to be made to the upper ranks. The college looks upon this as a "welcome" problem, mindful also that an atypical distribution of faculty ranks is justified in light of the fact that this is an upper level institution which does not offer large-section introductory freshman and scphomore courses where junior faculty often are in the majority.

B. Faculty Compensation

As has been the case with many church-related and smaller private colleges, Concordia has not been able to do much more in the area of faculty compensation during the last few years than "almost keep pace" with the rising cost of living. It has never been possible for the college to approach levels of compensation offered at public and larger or prestigious private institutions except at the lower faculty ranks--instructor and assistant professor. This last qualifying statement furnishes a key to one of two significant differences between Concordia, as a church-owned and -operated college preparing young persons for church vocations, and other institutions of higher learning that are not a part of the Church's direct mission in the education of church workers.

First, the "reference point" for Concordia in matters of finance and faculty compensation is not merely other collegiate and university institutions, but also the professional pastoral ministry of the Church. Indeed faculty members at Concordia all are members of the Church's professional ministry, that is, they are either Lutheran clergy-academics or Lutheran teacher-academics. Since the bulk of the college's financial resources for operating purposes comes indirectly from the congregations of the

sponsoring church body, levels of faculty compensation at the church body's colleges must take account of compensation levels among the professional pastors and teachers of the member congregations.

Second, Concordia seeks in its junior ranks men who have completed four years of college, four years of professional seminary education, often some years of pastoral or educational experience, and additional advanced studies in their liberal arts and sciences teaching disciplines. Persons appointed at the instructor or assistant professor level are typically between the ages of 28 and 35, married and with families. Their financial needs, as well as their experience and training, are already considerable. Hence the level of compensation for junior faculty members is relatively high.

At Concordia, "compensation" is defined as salary + tax-free campus housing or off-campus housing allowance + the total college contribution to the faculty member's retirement and major medical/disability/survivor/death plans operated by the Synod (the Concordia Plans). The residences provided for faculty members on campus are reasonably spacious and in a setting conducive to family living; on the "open market" the rental value of these houses is considerably higher than the approximate $200 per month value ascribed to them for purposes of computing compensation. Monthly housing allowances of $200 for married faculty members with dependents and $160 for married faculty members without dependents and for single faculty members who furnish their own residences are adequate. The college contribution to the faculty member's participation in retirement and major medical/disability/survivor/death plans is 15% of his aggregate salary and housing value or allowance.

Following are the data on 1971-72 faculty compensation.[2]

Rank	Average Annual Compensation
Instructor (10 months)	$10,695
Assistant Professor (10 months)	12,200
Associate Professor (10 months)	13,160
Professor (10 months)	14,110
Professor (12 months)*	15,180

*administrators

Assessment

Concordia is able to secure and retain the services of highly qualified faculty members, in relation to its purposes, because of their commitment to such special service in the Church's program of ministerial education. Total compensation is modest, measured on university scales,

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[2]Additional information supplied in Basic Institutional Data, Section I, p. 30.

but is more nearly comparable to a reference group composed of parish clergy, other ministerial offices, and smaller independent and church-related colleges. Without altering the basic approach to compensation for junior faculty, the college is attempting to improve the level of compensation for senior faculty, although realistically it will not be possible to raise that level to compensations in effect at institutions with great financial resources. All Concordia faculty, as persons listed on the roster of the Synod's ministry, do have one additional minor benefit of being able, by resolution of the Board of Control, to compute actual expenses for maintaining their house and to declare these as allowable deductions when filing income tax returns. The provisions of the Concordia Retirement, Welfare, and Survivor plans are widely regarded as exceptionally satisfactory.

C. Service Loads[3]

All faculty members carry fulltime service loads; Concordia has no part-time members with faculty status. A fulltime teaching service load is defined as three 4-hour courses each term (12 hours) for three terms plus one 4-hour Interim Term offering--a total of 10 courses (40 term hours) per year. All faculty members, with the exception of the president, librarian, and assistant librarian, provide teaching service. Teaching loads of faculty members with administrative appointments are reduced in proportion to the scope of their responsibilities: major administrators normally teach three to six courses per year (instructional FTE of .3 to .6); resident counselors normally teach five courses per year (instructional FTE .5); directors of various programs and services receive proportional teaching load reduction (from one to three less courses per year than the standard 10 courses).

Excluding the three non-teaching faculty members, in 1970-71 Concordia had a faculty of 41 teachers (including one emeritus professor who upon college request rendered some teaching service). Twenty of these members carried a full 10-course teaching load; nine had teaching load reductions of from one to four courses for special administrative responsibilities (registrar, dean of worship, director of college relations, directors of special services such as music, drama, community relations, convocations, psychological services); the dean of student affairs, dean of administration, business manager, academic dean, three resident counselors, and admissions counselor each taught from three to five courses (teaching FTE .3 to .5); three faculty members carried .7 FTE teaching loads by virtue of being on study leave for a term. In sum, the FTE teaching service of these 41 faculty members was 34; the equivalent of an FTE teaching staff of 7 members was utilized in carrying out the primary and secondary administrative responsibilities and functions of the college's operation.

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[3]See also Chapter II, pp. 12-15; additional information in Basic Institutional Data and in the academic dean's annual reports.

Faculty members also are free to offer enrichment "mini-courses," to supervise independent study projects and honors work, to serve as academic advisors. Such service is on a voluntary basis. Although direction of such projects is credited to each faculty member and is registered on his annual service record, and although a formula has been devised specifying the number of such special projects which are to be equated with one full course, in practice many or most faculty members have been carrying them out as a "contributed" service to the college and to the students in addition to whatever their regular teaching service load may be.

Determination of teaching service loads involves not merely the number of courses taught per year, but also the number of students for which the instructor assumes teaching responsibility and the number of different course preparations involved per term and per year. In matters of student teaching load, Concordia faculty members are in a relatively advantageous position. In 1970-71 the range of credit hours produced by each faculty member was from 962 (high) to 196 (low). The median CHP was 488 and the mean CHP was 515. Thus the number of students for whom the instructor assumed teaching responsibility during the 1970-71 year (dividing total CHP by 4 since 4-term hour courses are offered) ranged from a high of 240 students to a low of 49 students; the median number of students taught by each faculty member during the year was 122 and the mean was 129.

Courses and sections of courses offered each year depend on total enrollment and student choices where options and electives are concerned. Department chairmen, in consultation with the academic dean, attempt to arrange course offerings each term in such a way that each instructor has at most two different course preparations. This can be done readily in required courses and options with multiple sections. The instructor who is teaching three different courses is usually one who is teaching a concentration course, a single-section option, and an elective. Record is kept each year of the number of different preparations an instructor has per term and per year. In 1970-71 the median number of different courses taught by one instructor was five. The range of different courses (course preparations) taught in the year was from a low of one to a high of ten (the latter including as three different preparations a sequence of three introductory language courses).

In addition to teaching service and administrative service for which there is proportional reduction of teaching load, faculty members serve on various faculty committees.[4]

Assessment

The standard instructional load of ten courses per year for the faculty member on fulltime teaching service is somewhat higher than that carried by upper division faculty members at comprehensive universities

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[4]See Chapter II, pp. 14-15 for summary of committee service.

offering graduate programs and undergraduate institutions which require continuous productivity in research, scholarship and publication. With Concordia's primary accent on teaching, and on research-scholarship-publication and service mainly in relation to the primary teaching task, this standard instructional load is acceptable. The lower student load and reasonably controlled course preparation load support the judgment that the total service load of the instructor with fulltime teaching responsibilities is favorable to the accomplishment of the college's educational purposes. The commitment of faculty members to their tasks, including broadened service to students in voluntarily guiding independent study and other projects as well as participation in campus life, in community and church service, and considerable informal interaction with students, provides evidence that their full efforts are being given.

The question is sometimes raised of the advisability of assigning administrative responsibilities to members of the teaching faculty (with teaching load reduction) rather than having staff members who are either fulltime teachers or fulltime administrators.[5] Staff members who carry both teaching and administrative responsibilities sometimes feel that their efforts are divided, their time and energies taxed, and their effectiveness reduced. On the other hand, this very arrangement has the value of assuring that members carrying administrative responsibilities bring to their tasks the values and perspectives of teachers and thus the primary accent on teaching is retained in all institutional efforts; such administrators daily work with students in the teaching-learning situation. The arrangement also tends to minimize, if not fully remove, the dichotomy between "faculty" and "administration" common to a very great part of American higher education. The difficulty of assigning unambiguous "weights" of "values" to administrative tasks so as to keep all work-loads comparable while taking into account individual differences in interests, capacities, and energies, enters here. There is need for continuous monitoring of the loads of all faculty members. It is chiefly by virtue of the total commitment of all staff members to a common task that the present arrangement is reasonably effective and equitable.

D. Supporting Services

Faculty offices are located in a special Faculty Office Building and in other specially-designed locations in other buildings. Each faculty member has a private office with telephone. Central dictating facilities with microphone and controls on the faculty member's desk are available for all who are not administrators; individual dictating equipment is available to administrators. Each faculty office center has a secretarial "pool" attached; secretaries transcribe dictated materials, type and duplicate prospectuses, syllabi, examinations, and other materials related to the college work (but not private matters) of faculty members. Major administrators have the services of special secretaries; in times of "peak" load in a given office, secretaries from other offices may assist the

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[5]See Chapter IV, p. 65 and pp. 92-93.

affected office. Lounge and kitchenette facilities are available for use of faculty members. Meetings of the plenary faculty and of larger committees are held in the Conference Center; smaller committees may meet in the faculty lounge located in the Faculty Office Building.

Assessment

Supporting services are adequate throughout most parts of the year. At certain times in the "rhythm" of academic activity (just prior to a term, at mid-term, just before final examinations) faculty secretarial services may be taxed; in the circumstances the best preventive solution is in planning and "spacing out" work (including use of summers for larger projects such as syllabi). Faculty lounge facilites are excellent, contribute much to the effective daily interaction of all faculty members, and forestall divisional isolation.

E. Academic Freedom and Professional Growth

1. Academic Freedom. The college functions under the 1940 Statement of Academic Freedom adopted by the American Association of University Professors.[6] The religious and ministerial nature of the college is fully discussed with all prospective faculty members prior to appointment and is specified in the formal documents of appointment. Since candidates are drawn from the roster of certified ministers of the sponsoring church body, they already share such beliefs, commitments, and values. As ministers, they are pledged by ordination or installation vows, in matters of Christian faith and life, to the Scriptures and the Lutheran Confessions; in all other matters accepted canons of evidence and sound argument prevail. Policies governing tenure and due process were described above.[7]

2. Professional Growth. The college strongly supports in a variety of ways the continued professional growth of faculty members and makes generous provisions for it.

   Membership in Professional and Learned Societies. Faculty members are encouraged to hold membership in professional and learned societies related to their academic interests and responsibilities. To support this, the college pays in full for one such membership, the faculty member pays in full for a second membership, and cost of additional memberships is shared equally by college and faculty member. Journals received as part of the membership are the faculty member's property but if the faculty member chooses to do so, he may donate the journals to the library when he has no further use for them.

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[6]See Faculty Handbook, 4.27.

[7]See p. 113 above.

Attendance at Meetings of Professional and Learned Societies. The college encourages and supports attendance of faculty members, within budget limitations, at state, regional, and national meetings of professional and learned societies: the college pays the first $50 of expenses incurred in attending such meetings and shares costs above $50 equally with the faculty member. Most faculty members attend at least one such meeting each year. In the event that the faculty member is invited to present a paper or participate formally in such meetings, the college defrays all expenses incurred in his attendance. The college also pays all costs of four faculty-elected delegates to the biennial conventions of the church body.

Advanced Study and Sabbatical Leaves. The college strongly supports the pursuit by faculty members of advanced study programs related to their academic responsibilities. In cases where the faculty member engages in an authorized study leave, the college continues to support him at full salary and keeps all benefits (housing, contributions to the Concordia Plans) in force. In addition the college seeks to secure Lutheran Faculty Fellowship Grants from the Aid Association for Lutherans to cover the extra educational and family expenses incurred when the faculty member takes up residence at a graduate school. Such grants range from $2,500 for a full year study program to $650 for a summer study grant. The college has been very successful in securing such grants for its faculty members and warmly appreciates the interest and support of the Aid Association for Lutherans. The college also has its own budgeted Advanced Study account which is utilized for faculty members who did not receive A.A.L. grant support or for supplementing such a grant, for maintaining non-resident registration status of faculty members with degree programs in progress, for expenses incurred in the final typing and duplication of dissertations, and for graduation and other fees at the time of conferral of the advanced degree. Since the college began operation 30 faculty members have been granted study leaves with grant support ranging from a summer to two full academic years; a number of these members have been supported in more than one summer study program. Nineteen members of the current faculty are included among the 30 who have received such supported study leaves; eleven subsequently terminated service at the college, of which four had earned the doctorate with college support prior to leaving.

Sabbatical leaves may be granted after ten years of service for an approved program. Initiative in preparing a program and requesting a sabbatical leave rests with the individual faculty member. The college continues the faculty member's full salary and benefits for a six-month sabbatical or one-half salary (and benefits) for a twelve-month sabbatical. In certain cases an alternate form of sabbatical leave is provided in which the college generously supports the costs incurred in a "summer sabbatical." In this case a grant is provided, in addition to the usual salary and benefits, for defraying much of the faculty member's expenses for travel and related costs. Normally a summer sabbatical grant is for about $2,000. Six faculty members have taken advantage of the summer sabbatical program.

Seminars and Colloquia. Faculty professional and academic in-service education is carried on through faculty seminar and inter-disciplinary colloquia programs. A special Hermeneutics Seminar was conducted over a three-year period for which the college awarded to faculty scholars conducting the seminar a stipend in an amount equivalent to fees paid for teaching a course in summer at prevailing rates in the Fort Wayne area; the idea was to free the faculty seminar leader to devote a concentrated portion of the prior summer to scholarly investigation and preparation of papers and source materials for the seminar. Additional seminars have been conducted each term dealing with matters of college or professional interest (college organization and administration, the teaching-learning process, student culture, and the like) or providing opportunity for critical discussion of a paper dealing with an academic topic developed by individual faculty members. Interdisciplinary colloquia have not been specially funded; in such colloquia the faculty draws upon the special competence of faculty members dealing with topics that extend beyond the boundaries of a single discipline.

Assessment

The college program in support of professional activities (memberships, attendance at professional meetings) is quite generous and has paid rich dividends to faculty members and to the college. The study leave program is especially generous and has contributed much to faculty development. The regular sabbatical leave program has not been as extensively used by faculty members, in part because even with continuance of full or half salary and benefits the instructor must have a financial reserve to cover travel expenses (and most faculty members have families with younger children). The summer sabbatical leave program has become more popular in appropriate cases since many of the values of the regular sabbatical may be attained through it while the problems of finances, family disruption, and teaching replacement are minimized.

F. Opportunities for Social, Community, Recreational Activities

1. Social and Community Life. Nearly two-thirds of the college's faculty members and families live in single-floor, ranch-type residences of modern design provided by the college. These residences, except for counselors' homes, are located in an area specially designed for this purpose on the southwest portion of the campus; counselors' residences are located adjacent to each of the dormitory clusters. Additional college-owned homes occupied by faculty members and their families are in residential sections of the city immediately adjacent to the campus. These physical arrangements lend themselves not only to gracious family living but also are conducive of intimate and congenial social exchange with colleagues and with students. Faculty social life on campus is one of high order Christian fellowship.

Opportunities for diverse social activities outside the campus community also exist in abundance and are cultivated: congregational life, city organizations, societies, clubs, and the like. The city of Fort Wayne has rich cultural resources, for its size, including many musical, art, dramatic, ballet, literary, service, and other organizations and groups, in many of which faculty families participate.

2. Recreational Activities. Campus families have access to some college recreational resources: well-stocked lake for fishing, tennis courts, library and record library, athletic fields. Children have play areas and abundant paths for bicycling. Faculty members are offered "honorary memberships" in a private golf course near by where they may play without charge. The city of Fort Wayne has many parks and a wide variety of recreational resources.

G. Conditions of Faculty Service: Summary and Assessment

Policies, practices, and opportunities related to appointment, advancement and tenure, compensation, service loads, supporting services, academic freedom and professional growth, and social, community, and recreational life are generally conducive of conditions favorable to effective faculty service and family living. Problems and weaknesses related to them, as well as measures under way to remove or alleviate them, have been noted above. A spirit of cooperation and mutual support has characterized faculty efforts throughout the years of the college's operation. This is not to say that there are no differences of opinion on many matters, for there are; however, an overarching commitment to a common task and the unity of brethren within the Church under the Gospel, have provided human and divine resources for confronting and surmounting many problems. This fundamental unity of spirit and mutual forbearance have been apparent also in student-faculty activities and relationships: although Concordia has also had its "day of moratorium" and there are occasionally sharp differences between students and faculty, these have been addressed in a spirit of of common concern for mutual understanding and benefit. Each year students engage in more or less humorous spring pranks, but there have never been--not even in the "darkest" days of 1968-70--any attacks upon persons, wanton destruction of property, abridgement of the rights and freedom of others, or interruption of educational activities. On the whole conditions have been such as to promote and sustain relatively good faculty morale and maintenance of a reasonably stable faculty.

VII. Future Planning

In the preceding chapters an attempt was made to describe and assess the clarity of definition of the college's present educational task, the adequacy of its human, physical and financial resources and administrative organization, the appropriateness and effectiveness of the academic and student life programs for the attainment of purposes, and the suitability of conditions of faculty service. The account given shows a college that is not static but in a process of development and change, one that in considerable measure has been achieving many of its goals. There have been and are strengths and successes. There have been and are weaknesses and problems. We believe that the strengths and successes outweigh the weaknesses and problems. Even with a reasonably successful past and present, however, the college must also take account of changes taking place in the social order, in the Church and the understanding of her mission and ministry, in ideas and practices in conducting and financing higher education, and in emerging values and life styles of American youth.

The faculty identified and addressed some of these factors of change in their studies of 1966-69 leading to academic and curricular modifications. These modifications took account of and responded to certain of the changes noted above. However the modifications also were predicated upon the continuance, in the Synod's programs of undergraduate pre-seminary and ministerial education, of a "system" approach based on the assignment to each junior college, senior college, teachers college, and seminary of specified institutional purposes, functions and programs and on interinstitutional linkage and collaboration. Developments in the late '60s and early '70s, together with the broader social and ecclesiastical changes noted above, give indications that some changes are under way within the Synodical "system" of education. These and other considerations motivated the college to create a Future Planning Committee which would address itself to expanding ministerial needs and concepts and to the changing "educational ecology" in the college's short- and long-range institutional planning.

A. The Character and Direction of Change

1. Changing Concepts of Ministry. Since its founding in 1847, the Synod has had as one of its main objectives the preparation of men for the pastoral ministry and the office of Lutheran teacher. For nearly a century these two offices of the public (professional) ministry were the only ministerial offices: pastors served as congregational shepherds and teachers conducted parish elementary schools. In the twentieth century the church body, affected by industrialization and urbanization and social change, responded

to new conditions and needs in a variety of ways: for example, women became eligible for the teaching and diaconal offices and community Lutheran high schools were developed. More recently the need for new forms of ministry has arisen and is widely recognized. Congregations without parish elementary schools, and therefore lacking professionally-trained Lutheran teachers, nonetheless need professional leadership for their educational programs (Sunday School, summer and released-time religious programs, confirmation instruction, youth and adult programs and Bible classes). Also needed are professionally trained youth leaders, church musicians, and para-professional assistants to the pastor (lay assistants, church secretaries). The church body and its colleges and seminaries responded to these needs by creating new church vocations and developing programs to prepare workers: directors of Christian education, lay ministers, youth leaders, ministers of music, deaconesses, parish workers. Still more recently the concept of ministry has been expanded to include various forms of Christian social and health services and specialized ministries: social workers, institutional and other chaplaincies, professionally trained clinical and pastoral counselors, ministers specially prepared to serve in inner city and ghetto situations and in recreational areas and programs in a mobile, leisure-oriented society. Increasingly, urban congregations are turning to multiple-staff and team ministries, urban and suburban congregations are recognizing the need for cooperative effort and joint employment of specialized ministers, and rural or open-country congregations are seeking new ways to meet their responsibilities in carrying out their Gospel mission.

In this context of social and ecclesiastical change, with the need for multiple forms of ministry, the notion of a ministerial college preparing young men exclusively for admission to a seminary, in a program separated from other programs preparing persons for diverse forms of ministry, calls for re-examination.

2. Recent Developments in Higher Education in the Church. Until 25 years ago the church body owned and operated 10 high school-junior college units (with six-year classical, gymnasium-type programs), two teachers colleges, and two seminaries. The high school-junior college units served primarily future seminarians; general students were admitted to the extent they could be accommodated and the standard ministerial program met their needs. In the period spanning the last two decades a number of significant developments have taken place.

   a) Junior colleges were authorized to offer lower level programs for future teachers, deaconesses, and social workers and to admit young men and women into these programs as "church vocations" students. General students also were served, as before, within the program limitations of the colleges. The colleges thus became co-educational. Graduates of the two-year programs transfer to Concordia Senior College for completion of undergraduate pre-seminary programs, to a 4-year

Synodical teachers college to complete the bachelor's degree program for the teaching ministry, to Valparaiso University for completion of the B.A. deaconess program, and to any private or public college or university for completion of social work and general liberal arts degree programs. The junior colleges have retained primary emphasis on lower division (transfer) programs for future pastors and teachers; however, enrollments in general programs are growing, in teacher education and social work are leveling off, and in pre-seminary and deaconess programs are declining.

The junior colleges find it is increasingly the case that at the time of admission students may be clear about desiring to prepare for some form of church service, but they often are less certain as to their aptitude for or interest in a particular church vocation (pastoral ministry, teaching, social work, deaconess, or special ministry). The availability of a number of different church vocations and general programs on their campuses makes it possible for the student to convert from one program to another if he finds he is unsuited for or no longer primarily interested in the program he originally chose.

The junior colleges also believe that their status as two-year institutions is making them less attractive to prospective students, both by reason of the image two-year colleges have and because students want to complete a bachelor's degree program at a single institution. Nearly a decade ago one former junior college became a four-year teachers college and another junior college has been authorized to introduce four-year degree programs in teacher education and liberal arts, beginning in 1972. Three other junior colleges have proposals and plans pending for the development of four-year programs. The four-year programs of these five colleges, as currently offered or as proposed, include teacher education and liberal arts; they are authorized to offer pre-seminary deaconess, and social work programs only at the lower (junior college) level in accordance with the "2 + 2" arrangements under which the latter are currently offered.

b) The four-year teachers colleges have expanded programs to include preparation of secondary school teachers and other special programs for education, church music, and youth leadership activities of congregations.

c) Since 1957 the standard or "preferred" plan for pre-seminarians has been an integrated four-year B.A. program involving two years of study at a Synodical junior college and two years at Concordia Senior College.

d) There have been important developments at both of the Synod's seminaries. Concordia Seminary, St. Louis, Mo., to which the great majority of Senior College graduates have proceeded, has been fully accredited by the American Association of Theological

Schools for many years. It is a seminary of established quality and recognized status within the association membership and offers programs leading to first professional, master's and doctor's degrees. Very recently this seminary has sought greater diversity in the student body and has made it possible for the applicant with a B.A. degree who has not attended Concordia Senior College to fulfill admission requirements in Biblical languages through intensive pre-seminary summer programs, tutorials, and special courses in these languages to gain the skills needed for admission to exegetical studies.

Concordia Seminary, Springfield, Ill., formerly served students who had not been prepared in the Synod's four-year (junior college-senior college) undergraduate ministerial program. It also served those who decided "later in life" to prepare for the pastoral ministry. Having become fully accredited by the American Association of Theological Schools in 1967, this seminary now requires the applicant to present a B.A. degree and to have basic proficiency in Greek (available through auto-tutorial work); however, there are no requirements in Hebrew or other foreign languages either for admission or in the seminary program.

Concordia Senior College has felt the impact of some of the foregoing changes--if not extensively yet, at least incipiently. Recognition that the college needs to actively "recruit" pre-seminarians at the affiliated colleges, as well as to counsel prospective students attending other colleges, led to the appointment in 1970 of an admissions counselor. It has been observed that some pre-seminarians attending junior colleges who find the pastoral training program too demanding sometimes change over to the teacher education program and, under the new circumstances noted above, they may complete the upper level program of teacher education (or some other program) at a Synodical teachers college or other institution in the private or public sector and subsequently be admitted to one of the church body's seminaries. Some junior college pre-seminarians find it unattractive to transfer from a co-educational junior college to the all-male Senior College; a few of these may seek other routes to the seminary. Some who do enter the Senior College express their disapproval of the lack of co-educational social life. Some find the academic program of the Senior College excessively rigorous and demanding, but this has been less true following the modification of the educational program and processes of the college. The change made in permitting married students to attend the college has enabled it to serve students who in prior years would not have been admitted or retained.

Over the past 14 years the most significant factor affecting enrollment at the Senior College has been the success of the affiliated junior colleges in pre-seminary recruitment and retention. The recent student interest in "other routes" has not yet affected student in-put at the Senior College to an appreciable

degree. Enrollments of pre-seminary freshmen at the affiliated colleges for the past 15 years reflect a bi-modal curve.

-- From 1954 to 1960 there was a steady increase in college freshman pre-seminary students from 278 (in 1954) to 407 (in 1960).

-- After dropping to 337 in 1961, pre-seminary college freshman enrollments at the affiliated colleges rose to a peak of 465 (in 1965). Since 1965 the number has declined: 391 (1966), 367 (1967), 317 (1968), 329 (1969), and 267 (1970).

During this 15-year period the Senior College enrolled as juniors 62%, on an average, of the freshman pre-seminary enrollments two years earlier at the affiliated junior colleges. Enrollment at Concordia Senior College reached a high of 514 in 1967-68, reflecting the peak freshman pre-seminary enrollments at the junior colleges in 1964 and 1965. (It was in view of these rising enrollments in 1962-64 that the Senior College physical plant was expanded and staffing increased.) Since 1968 enrollments at the Senior College have declined in proportion to the decline in freshman ministerial enrollments at affiliated colleges two years earlier: in 1969-70 and 1970-71 the enrollment of the college was somewhat over 400 and will be about at that level in 1971-72.

B. Concordia's Future Planning

A faculty Future Planning Committee has been in operation for over two years. At committee invitation, ideas and suggestions were received in the fall of 1969 from faculty members--12 of them supplied written communications. Open discussion meetings were held with the writers, with other faculty members, and with student representatives. Included among the exploratory planning ideas were the following: (1) maintain the college as basically a ministerial senior college with primary emphasis on pre-seminary programs but with additional programs preparing for special ministries (parish service, social ministry, diaconate, and the like) and possibly some upper level liberal arts programs for general students; (2) become a 4-year institution, either exclusively a ministerial college or a liberal arts college with major church vocations programs; (3) realign the college with sister colleges in the region to create a new multi-campus institution.

The committee submitted a preliminary report to the faculty in January, 1970, which recommended the appointment of an admissions counselor and proposed extensive and intensive study of various possible "models" for the development of expanded programs and services. Committee efforts between January and May, 1970, culminated in the presentation to the faculty of a report, Future Service by Concordia Senior College: An

Exploratory Study.[1] This study embodied a broadened concept of "ministry" appropriate to the wide variety of needs the Church must meet now and in the future. It proposed that the college retain its present upper level character, at this time, and its primary emphasis on pre-seminary programs: however it suggested that the college also offer its resources to prepare men and women for special ministries (the diaconate or parish services, social work and social welfare, possibly selected health professions) and that consideration be given to offering liberal arts programs for general and pre-professional students. The faculty resolved to share this exploratory study with the Synod's Board for Higher Education, for reaction and comment, since by such expanded programs and services the character of the college as a single-purpose, single (pre-seminary) program institution would be altered. The Board for Higher Education discussed the study with college representatives in July, 1970, and encouraged the college to continue and intensify its studies.

In the fall of 1970 the college was approached by administrative officers of the Lutheran Hospital School of Nursing, Fort Wayne, concerning the possibility of the college offering a part of the nursing school's academic program--particularly in religion and psychology. The college has strong faculty and program resources in these areas and arrangements have been made for the college to offer course work in these two areas to nursing students, beginning in 1971-72. The courses will be offered on the college campus and credit earned by nursing students will be certified to the Lutheran School of Nursing. The possibility of the college offering all academic work required in the Nursing School's two-year R.N. program is under investigation; this program includes academic studies in the life sciences (physiology and anatomy, microbiology), chemistry, and the behavioral sciences, in which fields the college already offers academic courses in its own program (except chemistry) and has highly qualified faculty resources. By serving the Nursing School in this way the college would be in a position to render greater service to the community in line with the expanded concept of "ministry to the whole man" which the church body increasingly regards as being part of its Gospel mission.

During the 1970-71 school year the Future Planning Committee was reconstituted and expanded to include representatives of the Board of Control, area clergy, community and student representatives, and faculty members. The committee created task forces in the spring of 1971 to pursue intensive studies of social work programs (analysis of needs, consultation with specialists, assessment of types of social work programs offered by some 80 agencies in Greater Fort Wayne and the willingness of some of these to participate in field work and clinical experiences for social work students, identification of academic program components for an accreditable bachelor's degree program with specialization in the social sciences oriented to social work which could serve students seeking immediate placement upon graduation and also those who might desire to proceed to a M.S.W. university graduate program). Attention was directed first to potential upper level social work programs because social work is already an accepted church work classification at the affiliated junior colleges where over 100 students are currently

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[1]This study, and others developed by the committee, are available on campus.

enrolled and there is no program in this field at any Synodical college. The matter of developing parish service or diaconal programs and programs for other specialized ministries was temporarily set aside, to be studied later. The question of investigating the possibility of developing upper level liberal arts programs for general and pre-professional students was referred to the Academic Policies Committee. At this writing the task forces and a sub-committee of the Academic Policies Committee are carrying forward their studies.

In July, 1971, the biennial convention of The Lutheran Church-Missouri Synod adopted the recommendation concerning the role of Concordia Senior College in the years immediately ahead as "an upper level (senior) college for creative and academically qualified ministerial and liberal arts students, including women." This recommendation, and similar recommendations adopted by the convention concerning the roles of all its colleges, is a planning proposal or line of direction for development. Such recommendations do not preclude institutional adaptation or subsequent change; for example, the recommended role for the Senior College is broad enough to include upper level social science specializations, with orientation to social work, as one of the strands of the liberal arts programs for general students. Such recommendations are reviewed and updated every two years in light of interim developments.

Precisely what form and function each of the Synod's colleges will have in future years, given the present accelerated rate of social, ecclesiastical, and educational change, cannot be known or reliably projected. It does seem clear that the Synod has at Concordia Senior College an unquestionably valuable educational asset--a modern, ten-million dollar physical plan and strong faculty, program, and community resources--for effectively serving many more students through additional programs. The college is located in the "heartland" of the church body's constituency and is readily accessible to a very great number of prospective students. Also the Synod and the college are actively engaged in developmental planning for altered and augmented forms of service and there will be coordination and collaboration in the dynamics of planned change in institutional definitions, purposes, structures, and programs. As is true of every educational institution, Concordia must specify its mission and the scope of its service, its system in-puts (students, clientele, and financial support base), its system operators (faculty resources, administrative organization, academic and student life programs), and the "markets" its graduates are to be prepared to enter, if meaningful and effective progress in service is to be made. As Alfred Whitehead has wisely observed, "The art of progress is to preserve order amid change and to preserve change amid order."